CONCORDIA

Université Concordia University

PRESIDENT'S TASK FORCE ON ANTI-BLACK RACISM FINAL REPORT

OCTOBER 2022



Akoko (Time)
Emmanuel Ayo, 2022



ARTIST STATEMENT

Creating this, I knew I wanted a piece that would tell its own story, irrespective of its presented space or time of existence as I put together the brushstrokes. So, throughout my process I tried not to be glamorous, but to create a work that calls for allyship; then I gave birth to “Akoko”. Akoko is a Yoruba word from the Nigerian language which translates to “time”. This piece entertains the assurance that, sooner or later — we will stand together in unity. Our (Black) identity has always been a burden, as a result, there is the need to speak louder than ever to get our voices heard. Akoko is my contribution to giving voice to what has been done, which is more than enough reason to get us to where we should be.

The colors were picked spontaneously to give richness to the skin tones - the choice of orange background with a redder tone promotes a sense of general wellness and emotional energy that should be shared in unity. Orange reputedly helps a person recover from disappointments and a wounded heart.

The piece appreciates the impact of racism on BIPOC colleagues, students, and community partners, and also encourages identifying and working to eliminate systemic discrimination in every disciplinary and administrative practice, with the hope and conviction that change will happen.

— Emmanuel Ayo

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TERRITORIAL ACKNOWLEDGEMENT

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/ Montreal is historically known as a gathering place for many First Nations.

Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.



HONOURING OUR ANCESTORS

We call upon our ancestors, remembering all who came before us. We honour you, our African ancestors, who paved the way for us in the diaspora and in the Mother Land, cradle of civilization, Mother Africa. Your bodies, blood, flesh and bones, then and now, nourish the earth and colour great and small, fresh and salted waters. African, Caribbean and Black people, no matter where in the world we are, share a common bond of courage, determination, indomitable spirit and greatness, and we acknowledge our differences and similarities embedded in the bloodlines of kings and queens, inventors, warriors and philosophers. Some of you endured the brutality of transatlantic enslavement, forced to give free labour, built nation states worldwide in bare backs and still manage to be victorious in achievements. We honour you today and call upon your wounded and triumphant spirits to share this space and bask in our glory of you — all our fore mothers, fathers, parents and relations.

We know that you fought alongside Indigenous peoples yesteryear for freedom, so we know that our liberation is tied to the liberation of Indigenous peoples across Turtle Island and the world. We cannot ever be liberated if our Indigenous relations remain in bondage under the tyranny of historical and modern colonialism. We will not let your toil and service to humanity and to Black peoples go in vain, so we carry on in your footsteps, reaching for higher heights, creating memories and deeper prints for those of us here now and babes unfertilized yet to come.

Written by Dr. Delores V. Mullings. Offered to the Inaugural Inter-Institutional Forum of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, May 2022, Vancouver, Canada

MESSAGE FROM THE PRESIDENT

Let me begin by saying how grateful I am to Angélique Willkie and the dozens of Concordia faculty, staff, students, alumni and partners for their impressive work and contributions to this landmark document.

The Report of the President's Task Force on Anti-Black Racism is one of the most important contributions to the life of our university since Concordia's founding nearly 50 years ago. It tells many stories about the singular contributions made by Black members of our community. But it is also forthright about their experiences of anti-Black racism on campus and off. The report is timely and constructive in its calls for the university to reckon with its past, transform aspects of its current practices and culture, and adopt new institutional initiatives going forward. The report's precision provides us with the roadmap to engage in this transformation.

Implementing the recommendations of the Task Force will be a major step in fulfilling Concordia's commitment to equity. Doing so will make us a better university. It will also help us become a truly next-gen university determined to chart a better way forward for all members of our community by removing barriers and creating pathways and conditions that allow all of us to be respected equally, pursue our passion for education and research, and fulfill our full potential for the benefit of society at large.

We should all be deeply appreciative of the actionable recommendations made by the Task Force. The report is clear that many recommendations should be implemented straightaway while others, by their nature, require an institutional commitment to engage in solution designs that will lead to full delivery over time.

Concordia has often been an innovator and leader of ambitious change in Canadian higher education. This report provides us with another such opportunity. It comes in parallel with Concordia's joining more than 50 other Canadian universities in implementing the Scarborough Charter on Anti-Black Racism. Together these documents highlight the need for meaningful change in society to overcome the barriers of systemic racism.

As we continue to learn from our institutional efforts to make good on the Action Plan of the Indigenous Directions Leadership Council, the actions that are required to decolonize our university and make enduring, positive change do not come with an end date. They are ongoing and, as they should be, a process of continuous engagement, commitment and improvement.

I look forward to working with my colleagues, with members of the Task Force and with all of you, to accomplish the changes that will give us all reason to be even prouder of Concordia than we already are.



Graham Carr
Concordia President

MESSAGE FROM THE PROVOST

I am proud to introduce the report of the President's Task Force on Anti-Black Racism. Responding to global calls to action in the wake of the murder of George Floyd, the Task Force brought into focus the growing awareness at Concordia that we needed a concerted response to systemic and targeted racism.

Like most institutions of higher education, Concordia lives with a colonial legacy that entails systems and histories of racism. What is referred to as the Sir George Williams Affair in 1969 is a widely known example of racism associated with the university; but Black, Indigenous, and other racialized students, faculty, and staff have experienced and continue to experience the effects of the systemic racism that has shaped and pervades North American society and its institutions. Similar to our ground-breaking Indigenous Directions Action Plan, the Task Force report provides a roadmap — a series of concrete actions — that will allow Concordia to address the ongoing impact of past wrongs and help us build towards a more equitable future.

The result of thorough research and consultation by Black Concordia students, faculty, staff and alumni, the report identifies key areas that require the university's commitment to action: anti-racist training; supports for student success; attending to the career advancement of Black staff; ensuring equitable practices of assessment for tenure and promotion for Black faculty members and librarians; developing curriculum to enable the flourishing of Black stories and knowledges; and strengthening and expanding relations with Montreal's Black communities that have been forged over many decades. Underpinning these key areas is the need to obtain data about students, faculty, and staff. So equipped, the university can better provide relevant and informed responses to current and future needs and create a safe and welcoming space where all Concordians feel they belong. The concrete actions formulated in the recommendations will change the university from the inside out.

In many ways, the report builds on the foundations of social justice that have long characterized the university: the openness to first-generation students; the introduction of night classes and part-time study to support a wide range of learners; the commitment to feminist ideas in the founding of the Simone de Beauvoir Institute; support for a wide range of student groups; and, more recently, the creation of the Office of Indigenous Directions, the Equity Office and the Black Perspectives Office. But the recommendations of the Task Force compel us to do more — they ask us to address the specific experiences of Black Concordians and to examine structures and practices that compromise Black flourishing. The subcommittee structure was designed to support implementation by identifying targeted areas for analysis and gathering the resources necessary to advise Task Force leadership on how best to move recommendations forward. As a result, the report not only lists recommendations but also maps out benefits and suggested actions, thereby putting the university's commitment on record, making us accountable and rendering our effectiveness measurable. We know the work that we have to do.

And we also know that these are complex issues and that we are just beginning a process that requires continuous engagement from all members of Concordia's community. Reports such as this are only effective if they are living documents, responsive as issues shift, and attuned to the voices of the community while remaining grounded in the principles of equity, belonging and accessibility with which the Task Force was formed.

My deepest thanks to the members of the Task Force for your time, your thoughtfulness, and your leadership in getting us to this point, and for your commitment to taking us much, much further.



Anne Whitelaw
Provost and Vice-President, Academic

MESSAGE FROM THE TASK FORCE CHAIR

WHAT DOES IT MEAN TO PARTICIPATE IN ONE MORE TASK FORCE THAT ADDRESSES ANTI-BLACK RACISM?

TO AUTHOR ONE MORE REPORT ON THIS ONGOING ISSUE?

TO DARE THE CONVICTION THAT THIS TIME IS DIFFERENT?

As the COVID-19 pandemic raged and Black Lives Matter screamed loudly in the fall of 2020, some of us committed to suspending our disbelief, setting aside our sadness, fatigue and frustration in order to take on the momentous job of peeling away the layers of our university to reveal past wounds, current potential and future dreams. This profoundly collective and collaborative exercise has been a fraught roller-coaster ride while Task Force members tried to do the work that only they could do, that many were tired of doing, and all the while navigating the uncertainty, the isolation and the deluge of virtual engagements imposed by the pandemic. There aren't that many of us — that has made the work harder. There aren't that many of us — that has made the work triumphant. Not everyone who started in the fall of 2020 was able to carry through to June 2022, and yet none of the ultimate outcomes would have been possible without the willingness of all to engage in this precious act of Black speculation, together. The President's Task Force on Anti-Black Racism has, above all else, been a making of community. The official contributors to this community are named in further pages. Many others, both inside and beyond the university, go unnamed but not unacknowledged.

I am supremely grateful to the Task Force members for their generosity, time and willingness to go beyond their usual teaching, learning and work obligations to reach out to the community and to share their experiences. Most were not working in their disciplinary fields; others were doing this work on top of regular work schedules and commitments. The extraordinary quality of their work is what has brought us to this moment. As Chair of the Task Force, I am particularly indebted to the steering committee, whose weekly camaraderie and wisdom have given me a stalwart sense of support over the course of the two-year adventure. As for the writing group, this report is the fruit of their labours. Their thorough research and tireless investment in detail have made this report a source of infinite pride, covering a much broader scope than could have been imagined with one vision only. The Task Force administrative and project coordination team has been instrumental in my capacity to wear the many hats this role has required.

Concordia's President and Provost heeded the calls of Black communities and threw themselves and their teams into the fray. Their support is what allows me to believe that this time will be different. As we address the issues surrounding anti-Black racism at Concordia, we stand in solidarity with Indigenous peoples, recognizing that, wherever possible, we must join forces to dismantle the structures of systemic racism and inequity in the institution. The Task Force has regularly consulted and will continue to collaborate with the Office of Indigenous Directions throughout the implementation process.

The collective knowledge we have generated as a community is forever ours but, most importantly, it is Concordia's to explore, to cherish, to honour and to build upon. The past two years have not only been a tribute to our past and to our potential, they are also a bond of trust with the university that it will be courageous enough to listen, deliberately and attentively, and to act. The existence of the Task Force isn't the sign of success; no longer needing the Task Force to exist is much more telling.



Angélique Willkie
Chair, President's Task Force on Anti-Black Racism

EXECUTIVE SUMMARY

As a result of calls echoed worldwide for systemic and structural change in the face of historical anti-Black racism and white supremacy, the President of Concordia University launched a Task Force on Anti-Black Racism in the fall of 2020. The Task Force was mandated to coordinate the work needed to generate recommendations anchored in the lived experiences of Black faculty, staff and students, in employment, policies, teaching and learning practices, etc. This historic report is the culmination of two years of community consultations, interviews, archival research, literature reviews, town halls and stakeholder conversations, taken on by some fifty Task Force members solicited from among Concordia's Black community, and spread over initially eight and subsequently six subcommittees.

Populated predominantly by Black faculty, staff, undergraduate and graduate students and alumni from various fields and units, the six main subcommittees were identified according to the specific issues they addressed. They were named as follows: Concordia's history and its founding institutions' relations with Black communities; Curriculum and educational resources; Employment initiatives; Faculty development, research, library and supports; Fundraising and community engagement; and Student services and success. Two subcommittees, Campus security and relations with external security forces and Anti-racist education and resources for the campus community, existed as distinct subcommittees only in the initial year of the Task Force. For the former, a decision was made that the work of this subcommittee should be expanded to the broader theme of safety on campus; for the latter, the Task Force decided to weave elements of anti-racist education into the considerations of each subcommittee. During the first year, and in the context of the pandemic, the subcommittees engaged primarily in research and consultations to better understand and articulate the situation of anti-Black racism within Concordia. The subcommittees explored the experiences of other institutions across Canada and conducted various community consultations in their focus areas. Their interim reports fed the Task Force's preliminary recommendations, published in November 2021. The second year of the mandate saw the conclusion of consultations, documentation and writing, culminating in six subcommittee final reports and, concurrently, a comprehensive set of more than 70 meetings between Task Force leadership and stakeholders across the university. These efforts ultimately led to the current document.

Using a critical race lens,* the Task Force has anchored its report in the four overarching principles of the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education,* which was published in November 2021. These are the grounding principles of Black flourishing, Inclusive excellence, Mutuality and Accountability. While drawing strength from the Scarborough Charter's assessment of the wider Canadian higher education system, the Task Force report locates its recommendations firmly within the Concordia context. The report briefly traces the historical evolution of Montreal's Black communities, the parallel relationship with Concordia and its founding institutions, Loyola College and Sir George Williams University (SGWU), and the manifestations of historical anti-Black racism in higher education in Canada and Quebec. This provides the backdrop that situates the Sir George Williams University student protest of 1969, which emerges as a central and unresolved issue that fundamentally ties the Montreal Black community to Concordia. The events of 1969 remain an issue that requires immediate attention from university leadership. A timeline of Black presence at Concordia through to the present day also traces the activism of its Black community members over the past 50 years and their numerous endeavours towards community support and attempts at creating Black Studies programs at the university. The report also addresses the dearth of Black representation among faculty, staff and students in higher education.

*For more on critical race theory, see:
Delgado R., & Stefancic J. (2012). *Critical race theory: An introduction. New York University Press.*
Crenshaw K., Gotanda N., Peller G., & Thomas K. (1995). *Critical race theory: Key writings that formed the movement. New Press.*
Crenshaw K. (2015, September 24). Opinion: Why intersectionality can't wait. *The Washington Post.*
Retrieved June 30, 2022, from https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/

The Task Force's recommendations, which align with several of *Concordia's Strategic Directions*, have emerged along four main axes:

DRIVING INSTITUTIONAL CHANGE

Addresses the legacy of the 1969 student protest; the need for a university-wide anti-racism strategy; disaggregated data collection to better serve Black Concordians; training modules that address anti-Black racism in different domains of the university; and a fundraising strategy to support Black-centred initiatives.

FOSTERING BLACK FLOURISHING

Encompasses hiring, career advancement and leadership of Black staff, faculty and librarians; the recruitment, retention and graduation of Black students and programs that contribute to their success; a shift in focus for campus security personnel to community safety rather than policing; and mental health services for Black Concordians.

SUPPORTING BLACK KNOWLEDGES

Focuses on Black Canadian Studies programs; Black perspectives in curriculum across the university; Black-centred research and a Black Knowledges Hub.

ENCOURAGING MUTUALITY

Calls for interconnected approaches to confronting anti-Black racism within the university and committed relationships with Black community partners.

The recommendations largely cut across the different subcommittees and categories to overlap in their scope and implementation, reinforcing and complementing each other. The objective of these recommendations is to identify the necessary priorities in policy and procedure to effectively confront anti-Black racism and the legacies of colonialism and historical whiteness at Concordia. This report proposes measures intended to enhance the quality of lived experiences of Black Concordians and bring Black knowledges and excellence into the institution.

The Task Force submits its final report with the humble conviction that it will positively contribute to the further dismantling of systemic racist structures across Concordia University and to combating anti-Black racism in higher education across Canada.



MANDATE

The President's Task Force on Anti-Black Racism was mandated to generate recommendations that address systemic anti-Black racism as it occurs across the university — in our policies, our teaching and learning practices, and in the lived experiences of our faculty, staff and students. This work coincides with the University's ongoing commitment to confront the devastating and continued impact of colonialism and white supremacy on Indigenous peoples of Canada, people of African descent and racialized peoples.

APPROACH

BACKGROUND

The year 2020 is recognized as being pivotal in contemporary global history. Amidst the already disruptive COVID-19 pandemic, the world was also forced into a racial reckoning as it witnessed the senseless murder of yet another Black man, George Floyd, at the hands of a Minneapolis police officer. The resurgence of the Black Lives Matter movement spread like wildfire; the world demanded change and social justice. The movement has not left Montreal unaffected, as the city has subsequently seen its share of rallies and protests for civil rights and justice for Indigenous and Black communities.

CONCORDIA'S RESPONSE

Like many universities in Canada, Concordia University issued a *statement in the summer of 2020* stressing the need to address systemic anti-Black racism. Soon after the release of this statement, a group of allies and Black professors, staff and graduate students, came together to elaborate the *Concordia Statement on Black Lives*, which included a list of concrete demands that were presented to university leadership. The statement garnered the support of almost 7,000 students, faculty, staff and alumni members of the Concordia community who signed the petition over a two-week period. This petition was the catalyst for a series of conversations between the university's administration and the newly formed, but short-lived, Black Concordia Action Committee (BCAC), which united Black and non- Black faculty, staff and students.

Subsequent to these conversations, the university agreed to the following actions:

- Convert the Black Perspectives Initiative (BPI), a pilot project of its founding coordinator, Annick Maugile Flavien, into the Black Perspectives Office (BPO). The full-fledged, permanent office, led by Maugile Flavien, was integrated into the Office of the Provost with a mandate to resource, support, connect and advocate for Black communities, initiatives, expertise and scholarship at the university.
- Hire three Black tenure-track faculty in the 2021-22 academic year.
- Invest $250,000 in new scholarship funding for Black students beginning their programs in fall 2021, with a commitment to double that amount through fundraising.
- Establish the *President's Task Force on Anti-Black Racism*.



THE TASK FORCE

Launched in the fall of 2020 with a one-year mandate, the Task Force was initially led by three co-chairs: Angélique Willkie (faculty), Annick Maugile Flavien (staff) and Stéphane Brutus (faculty). In close collaboration with the Office of the Provost, the co-chairs designed a structure and created a set of subcommittees based in part on the demands laid out in the Concordia Statement on Black Lives. The complications imposed by the COVID-19 pandemic made it impossible to achieve the scope set out in the mandate in only one year. In consultation with the university, the Task Force mandate was extended to two years, with consequent modifications in the leadership structure. The final iteration of its leadership manifested for the second and final year of its work and included the following: Angélique Willkie as sole chair, supported by a steering committee with representatives from the BPO, the Equity Office and the nascent Caucus of Black Concordians. The Task Force was also supported by a leadership committee, which was composed of the leads and co-leads of the Task Force subcommittees, members of the steering committee, and additional representation from students, alumni, unions and associations, including the Concordia Student Union.



SUBCOMMITTEES

The Task Force was initially organized into eight subcommittees to best examine and address the university's needs in relation to combatting systemic anti-Black racism.

CONCORDIA'S HISTORY AND ITS FOUNDING INSTITUTIONS' RELATIONS WITH BLACK COMMUNITIES

This subcommittee was tasked with researching and examining the historical relations between Concordia's founding institutions — Sir George Williams University and Loyola College — with Black communities both within and outside of the institution, in order to provide recommendations on how to honour and highlight this history. The subcommittee conducted substantial, grounded research engaging both the university community and the Montreal Black community at large through individual and group interviews, as well as through archival consultations and research. This committee's rigorous research activities were matched by their relationship-building activities, as the interviews drew on community concerns, memories and suggestions across generations of Concordia students, alumni, community activists, etc. These insights were further traced through the archival records. This committee has produced a stunning report revealing the history of anti-Black racism and Black activism at Concordia, evidenced by a legacy of stacked files in the university's archives with largely unimplemented recommendations.

CURRICULUM AND EDUCATIONAL RESOURCES

This subcommittee was tasked with researching and exploring diverse means of integrating Black perspectives into existing curriculum across the university. This included: further developing the case for the creation of Black Studies programs at Concordia; examining curricula and educational tools currently offered to ensure that they reflect the diversity of Concordia's community and the richness of global knowledges, and support an anti-racist framework; and collecting insights into supporting Black students in academic disciplines in which they are underrepresented (STEM [science, technology, engineering and mathematics], business, among others). This committee conducted interviews and surveys to understand the experience of self-identifying Black students in STEM fields, collaborated with the Centre for Teaching and Learning, and conducted research on existing.

EMPLOYMENT INITIATIVES

This subcommittee was tasked with researching and proposing models of support and resources for Black staff, including best practices that target and specifically encourage Black recruitment, hiring, promotion and retention. The Employment initiatives subcommittee conducted a survey as well as semi-structured interviews with Concordia employees self-identifying as Black. From these interviews, the committee developed several essential recommendations to support career advancement and a culture of belonging for Black employees across the institution.

FACULTY DEVELOPMENT, RESEARCH, LIBRARY AND SUPPORTS

This subcommittee was tasked with identifying and developing support mechanisms and resources for Black full-time and part-time faculty members and librarians, including best practices with respect to recruiting and hiring; strategies for career advancement, including tenure and promotion; and recognition of the additional emotional labour of Black faculty and librarians. This subcommittee conducted a substantial literature review as well as interviews that inform the recommendations supporting the career development of Black faculty at Concordia.

FUNDRAISING AND COMMUNITY ENGAGEMENT

This subcommittee was tasked with examining the development of proposals for funding destined to support Black research, teaching, learning and the student experience at Concordia. The subcommittee researched funding sources and potential collaborators within the university community, identified the need to build relationships with potential donors and create synergies with community and industry partners that can provide further experiential learning, work and leadership opportunities for Black students. The Fundraising and community engagement subcommittee collected qualitative data through interviews and meetings with staff members at Concordia in departments and units related to student life and experiences, as well as with peer institutions and industry associations. These interviews allowed for a review of current and best practices and the identification of strategies to best support community engagement, outreach and fundraising. Subcommittee members also attended training sessions provided by professional associations in advancement and reviewed peer institutions' Equity, Diversity and Inclusion (EDI) action plans and progress reports as part of their methodology.

STUDENT SERVICES AND SUCCESS

This subcommittee was tasked with identifying the spectrum of needs, concerns and resources required to best support the physical and mental health of Black undergraduate and graduate students, developing recommendations for student services that are anchored in anti-racist frameworks and, additionally, recommending systems for compiling data that can continue to inform these services. The Student services and success subcommittee conducted informal interviews, student conversations and story circles to gather qualitative data informing the recommendations. In addition, the subcommittee used public events as an opportunity to gather insights on the needs and desires of Black students and reviewed and analyzed documents to compare Concordia's needs to those listed in the action plans of other Canadian universities.





TWO SUBCOMMITTEES WERE FOLDED AFTER THE FIRST YEAR OF THE TASK FORCE:

ANTI-RACIST EDUCATION AND RESOURCES FOR THE CAMPUS COMMUNITY

This subcommittee was tasked with identifying existing and proposing potential tools and resources on campus that address anti-racist education and training. The subcommittee conducted comparative studies for best practices at other universities, as well as informal interviews to better understand the experiences of Black Concordians. During the first year of the Task Force, the BPO and the newly created Equity Office together assumed greater responsibility for providing Black-centric anti-racism training and workshops to the Concordia community. In recognition of this work, during year two of the Task Force, the leadership decided that incorporating principles of anti-racist education across the mandate (as opposed to continuing with a distinct subcommittee) would better serve the work of the Task Force.

CAMPUS SECURITY AND RELATIONS WITH EXTERNAL SECURITY FORCES

This subcommittee was initially tasked with examining existing campus security policies and procedures, as well as relations with external security organizations; researching anti-racist trainings, protocols and best security practices at other Canadian universities and institutions; examining systems in place for security-related complaints and evaluating the community's access to these services. After the first year of the Task Force, it was determined that, to better assess the needs of the Black community, the mandate should be expanded to include a broader conceptualization of "safety" as it relates not only to physical well-being, but also to emotional and psychological well-being. To ensure that the issues specific to campus security were nevertheless identified and addressed, the Task Force worked with an undergraduate subcommittee member and research assistant who continued the work started by the subcommittee. This included a landscape analysis of best practices implemented by institutions in Canada and abroad. The results confirmed the need to include community engagement and mental health supports to complement the work of campus security agents, as is being done in other institutions.

ADDITIONAL CONSULTATIONS

UNIVERSITY-WIDE CONSULTATION

In October 2021, the Task Force launched a community-wide consultation to assess the current sentiments around anti-Black racism at the university in order to improve the inclusion, integration and equitable treatment of Black Concordians. This survey was sent to Concordia faculty, staff and students, both current and former. Its goal was to seek their perspectives on systemic anti-Black racism as it occurs across the university in areas of employment, policies, teaching and learning practices, etc. The outcomes of the consultation informed the recommendations being proposed by the Task Force in this final report, more specifically, those related to policy, engagement activities, curriculum, services and training. The data collected also assisted the Task Force in its development of an action plan to combat systemic anti-Black racism across the university.

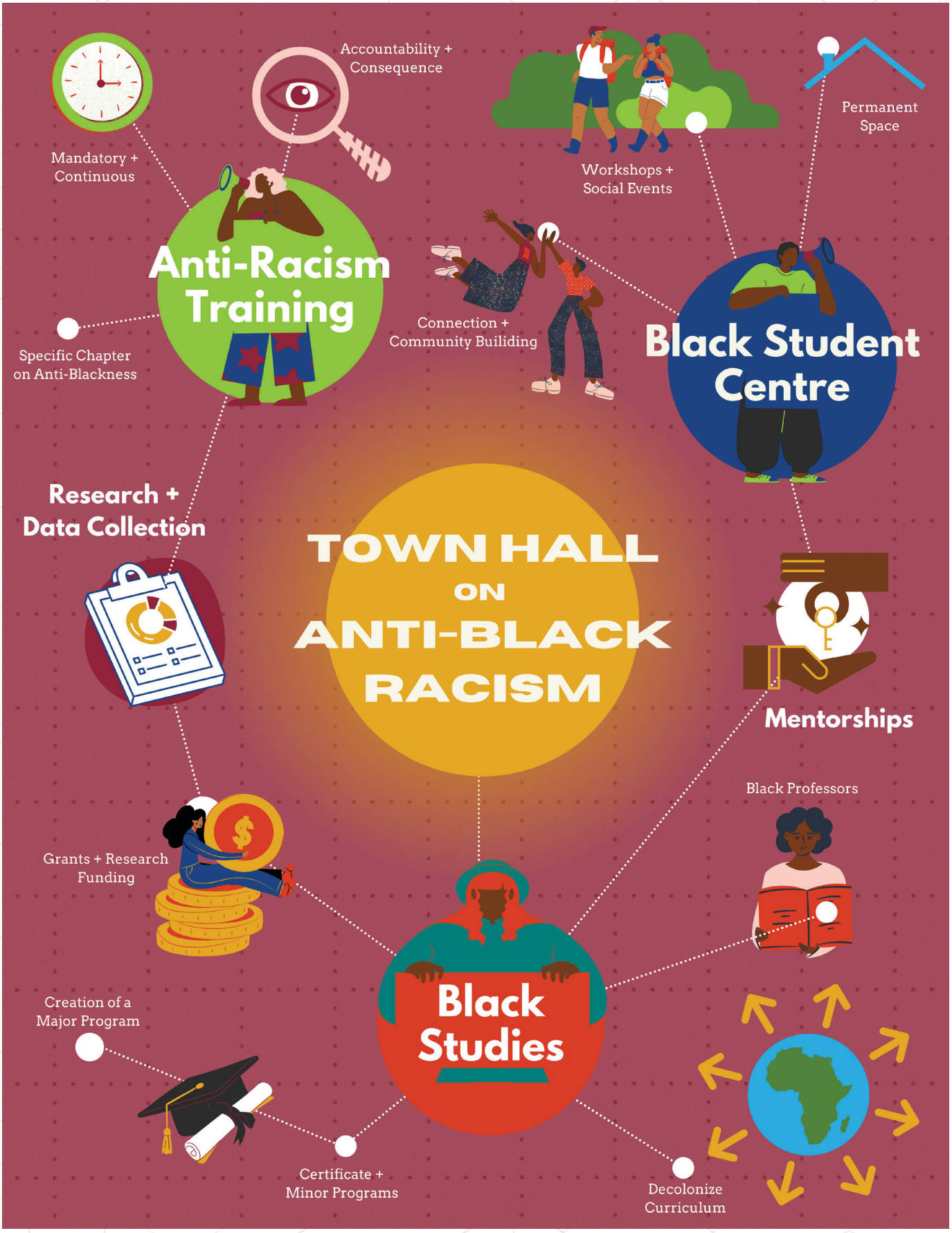
STUDENT LEADERSHIP COMMITTEE CONSULTATIONS

Although not a formal stand-alone committee, the Student leadership committee, a part of the Task Force leadership committee and constituted of an alumnus, an undergraduate student, and a Concordia Student Union representative, performed crucial consultations with the Black student constituents of the university. The Student leadership committee hosted two consultations during which students had an opportunity to provide feedback on the preliminary recommendations and to share ideas on safety on campus. The integration of Black student voices has been essential to the work of the Task Force, as it ensured that the recommendations were informed by the lived experiences, articulated needs and feedback of Black students.

STAKEHOLDER MEETINGS

Following the publication of the preliminary recommendations in November 2021, the Task Force leadership and staff engaged in a series of meetings in order to present the priorities identified by the Task Force to the appropriate stakeholders across the university. The team conducted more than 70 stakeholder meetings between January and June of 2022, engaging with a wide range of university community members in the areas of governance, academic and student services, human resources (HR) and community relations, among others.

These stakeholder meetings provided an opportunity to contextualize the preliminary recommendations in terms of the specific responsibilities of the various units and offered an opportunity to better understand how they approached their EDI efforts. The meetings not only helped to foster new and existing relationships with specific units, but also informed the articulation of the final recommendations and engaged these stakeholders in their ultimate task of implementation over the months and years to come.



Visual notes from Student Town Hall (February 10, 2022)
Credit: Renée Mathews

COLLECTIVE KNOWLEDGE

The diverse backgrounds of the members of each subcommittee provided a wide range of expertise, perspectives and approaches to the questions taken up by the Task Force, from logistical to philosophical. Subcommittees had faculty representation from the Faculty of Fine Arts, the Faculty of Arts and Science, the John Molson School of Business (JMSB), the Gina Cody School of Engineering and Computer Science, and the Concordia Library. Staff from administrative departments in the Office of the Provost (BPO, Equity Office) and other units across the university, including the FOFA Gallery, Institute for Co-operative Education, Alumni Relations, University Communication Services and Human Resources, were also engaged in the work of the subcommittees. In addition, undergraduate and graduate students as well as alumni actively participated in the Task Force, serving as subcommittee members, research assistants and on a designated Student leadership committee.

To summarize, this report is an act of incremental, collective and collaborative knowledge production presenting the ideas and experiences of Black students, staff, faculty and community members as knowledge. Storytelling that ranges from the history of Black communities in Montreal, the history of Black activism at Concordia, as well as the present and future of Black Concordians, recognizes and foregrounds the diverse levels of participation, time and emotional labour embedded in this report. Incremental production of knowledge recognizes that current knowledge is always built on past knowledge. The collective aspect recognizes that no one individual produces knowledge in isolation. Collaborative approaches recognize that everyone brings knowledge and insights to a project, each with distinct roles and levels of involvement.

The work produced by the Task Force leadership and subcommittees is monumental in scope. Materials, reports, interview transcripts and other source materials will be held in the university's archives. The two-year effort to gather and mobilize existing information points to the need and fundamental value of continuing to collect and archive resources that tell the stories of Black Concordians and Black communities in Montreal. The efforts undertaken to produce the subcommittees' interim and final reports involved visible and invisible labour through which Task Force members innovated, experienced joy and collegiality, and explored new ideas and possibilities. Those are also the efforts through which we bore witness to, recollected and anticipated our own experiences with anti-Black racism. Nevertheless, perhaps the most thrilling part of these collective and collaborative efforts is that the changes we call for through our recommendations are already taking place.



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CER Subcommittee: Curriculum and educational resources

EI Subcommittee: Employment initiatives subcommittee

FDRLS Subcommittee: Faculty development, research, library and supports

FCE Subcommittee: Fundraising and community engagement

SSS Subcommittee: Student services and success

CSRESF Subcommittee: Campus security and relations with external security forces

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SYSTEMIC ANTI-BLACK RACISM

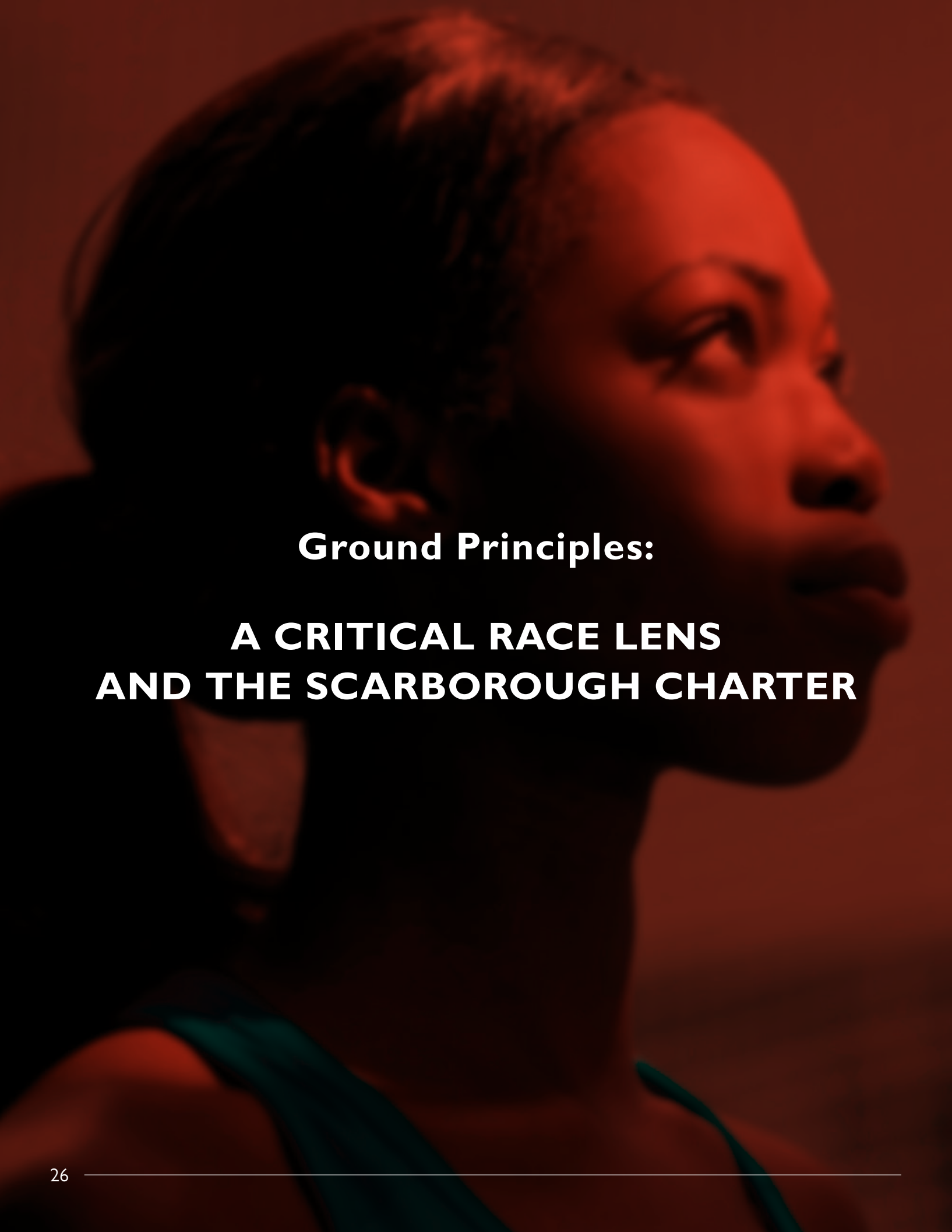
The Public Health Agency of Canada defines anti-Black racism as "a system of inequities in power, resources, and opportunities that discriminates against people of African descent."[1]

While the Canadian government acknowledges systemic racism and its implications, the government of Quebec recognizes racism's existence but has not confronted its systemic nature.[2,3] Racism has unique historical roots in the colonial history of the province of Quebec and continues to be politically and socially embedded. Notably, racism has been recognized as an impediment to the full participation of Black and other racialized communities in Quebec society.[4,5] This reality requires that Quebec both position education as a tool to combat racism and address how racism is systemically reproduced through those very educational institutions.[5,6]

The rights to full participation in Canadian and Quebec society are expressed federally through the Canadian Charter of Rights and Freedoms and provincially through Quebec's Charter of Human Rights and Freedoms. From the 1980s to the current moment, data collected on the barriers to the full participation of Black communities in Quebec society suggest that these rights are not fully realized.[2,4] Public inquiries, as well as commissioned and government reports from the 1980s, 1990s and 2000s, include numerous recommendations to improve the full participation of Black and racialized communities, including leadership at the government level — recommendations that have been met with limited response at best.

The reports mentioned herein are just a few of the many commissioned reports from government entities, community associations, universities and unions over decades that create a legacy of stacked files calling attention to, naming and even recommending changes to structures that continue to reproduce anti-Black racism across institutions and, more broadly, across Quebec and Canadian society. This Task Force, thus, addresses the systemic nature of anti-Black racism, focusing on its presence and impact within Montreal's communities, its manifestations in and its relationship to Concordia University. Below, we describe the philosophical, conceptual and methodological anchors that have guided the work of the Task Force over the past two years.

> **"A system of inequities in power, resources, and opportunities that discriminates against people of African descent.**



Ground Principles:

A CRITICAL RACE LENS AND THE SCARBOROUGH CHARTER

A CRITICAL RACE LENS

A critical race framework is meaningful for examining "relationship[s] among race, racism, and power" in the structural arrangements that influence everyday life.[7,8] This lens exposes the racism and oppressive power relations embedded in legal systems, public policies and institutions, enabling us to recognize that "racism is ordinary" and a part of the "everyday experience of most people of color."[7,8]

A critical race lens provides analytical tools to understand a) how systemic racism is ordinary and a part of daily life for racialized people, and b) how it functions structurally within legal frameworks and social institutions through shifting patterns that advantage and maintain a white supremacist status quo or serve political and economic interests. This lens additionally provides tools for understanding the intersectionality embedded in forms of oppression and subjugation. Through a critical race lens, we can examine how exclusion, discrimination, criminalization and erasure of intersectional identities persist and are resisted through storytelling, testimonials and the knowledge production of those historically muted and erased.[7–9] In this way, a critical race framework is also a methodology.

The Task Force, influenced by the subcommittees' reports, the student consultations, the stakeholder meetings, surveys and beyond, enacted this framework throughout a two-year endeavour to examine anti-Black racism and Black exclusion at Concordia. A critical race methodological practice manifested in the multiple methods undertaken to pursue the mandate. These methods included, but were not limited to, the following: diving into the historical and contextual readings of the university through archives and extensive interviews; gathering information on the Black community in Montreal and Concordia through archives, interviews, story circles and meetings; and analyzing possibilities for advancing Black knowledge production. The path forward, beyond making anti-Black racism visible and legible in the University, is supported by the principles, actions and accountabilities laid out in the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education.*

THE SCARBOROUGH CHARTER

In November 2021, the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountabilities made history in Canadian post-secondary education. As the first publicly available document of its kind, the Charter calls on universities and colleges to investigate and address how their institutions maintain and perpetuate anti-Black racism in ideology and practice. It provides the signatories with a framework to address systemic anti-Black racism that is adaptable to their specific contexts.

Most importantly, the Charter is a tool for and of accountability. For too long, institutions have been producing internal documents aimed at addressing racial discrimination but have not committed to concrete actions. Over time, this has resulted in a growing sense of cynicism and skepticism in the ability and willingness of universities to follow through on recommendations and enact real change. Rather than imposing a uniform approach, the Charter invites each signatory to create and implement an action plan that reflects their unique relationship to and history with Black communities. Upon the Charter's release, Concordia University joined nearly 50 other Canadian higher education institutions as a signatory to the initiative. In signing this document, Concordia University bolsters its commitment to "redressing anti-Black racism and fostering Black inclusion"[10] within its institutional fabric and participates in the mutual accountability that is part of a shared adherence to the overarching principles of the Charter.



These overarching and fundamental principles, which act as anchor points for our recommendations, make clear the responsibilities Concordia has agreed to as a signatory. The Charter employs the principles of Black flourishing, Inclusive excellence, Mutuality and Accountability to "guide the letter and spirit of all university, college, and sector-wide policy making and action"[10] on redressing anti-Black racism and fostering Black inclusion.

They read as follows:

BLACK FLOURISHING

Universities and colleges are central to enabling the just, fulsome realization of human potential and thriving. They play a pivotal role in redressing anti-Black racism by removing structural barriers to equity, inclusion and social justice, with full recognition of their intersectional identities, while advancing the innovative research, critical thinking and engaged dissemination of knowledge that foster substantive equality, human dignity, and sustainability.

INCLUSIVE EXCELLENCE

Inclusive excellence embodies the recognition that, not only is post-secondary education enriched by equity, diversity and inclusion, equitable inclusion is critical to excellence. Excellence encompasses the ability of universities and colleges to educate and to innovate; to be alive to complexity and proactive in the face of crisis; to foster fundamental questioning through rigorous, respectful engagements across differences; and to enable societal transformation.

MUTUALITY

Universities and colleges are embedded in communities locally, as well as regionally, nationally, and internationally. By recognizing a responsibility to foster mutuality, universities and colleges acknowledge the multiple social relations and modes of societal action upon which universities and colleges depend and for which they are accountable. The positive, interactive relationship with Black communities entailed by mutuality includes the special role universities and colleges can assume in Black community economic development, notably as anchor institutions and local employers.

ACCOUNTABILITY

Accountability involves a commitment both to ongoing education — including self-education — and to courageous action built on deeply consultative processes. Accountability includes acknowledging, respecting, and acting responsively in the face of Black life, in its full complexity and intersectionality. Universities and colleges must move beyond mere representation and take responsibility for supporting fulsome, transformative inclusion across university and college structures, policies and procedures. By signing the Scarborough Charter, universities and colleges commit to a process of continuous improvement through ongoing, sustained implementation of the Scarborough Charter's principles-based commitments to action, and to be answerable for concrete outcomes, including to their respective Boards, communities and other stakeholders.

Using these terms throughout this report is done in full recognition of their significance and import, and acknowledges that as a signatory to the Charter, Concordia has already committed to its principles and their implications. The Task Force's recommendations must therefore be considered concrete actions, specific to the context of Concordia, that are contained in this university's commitments to those principles and to supporting the flourishing of Black communities.

Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities (2021)

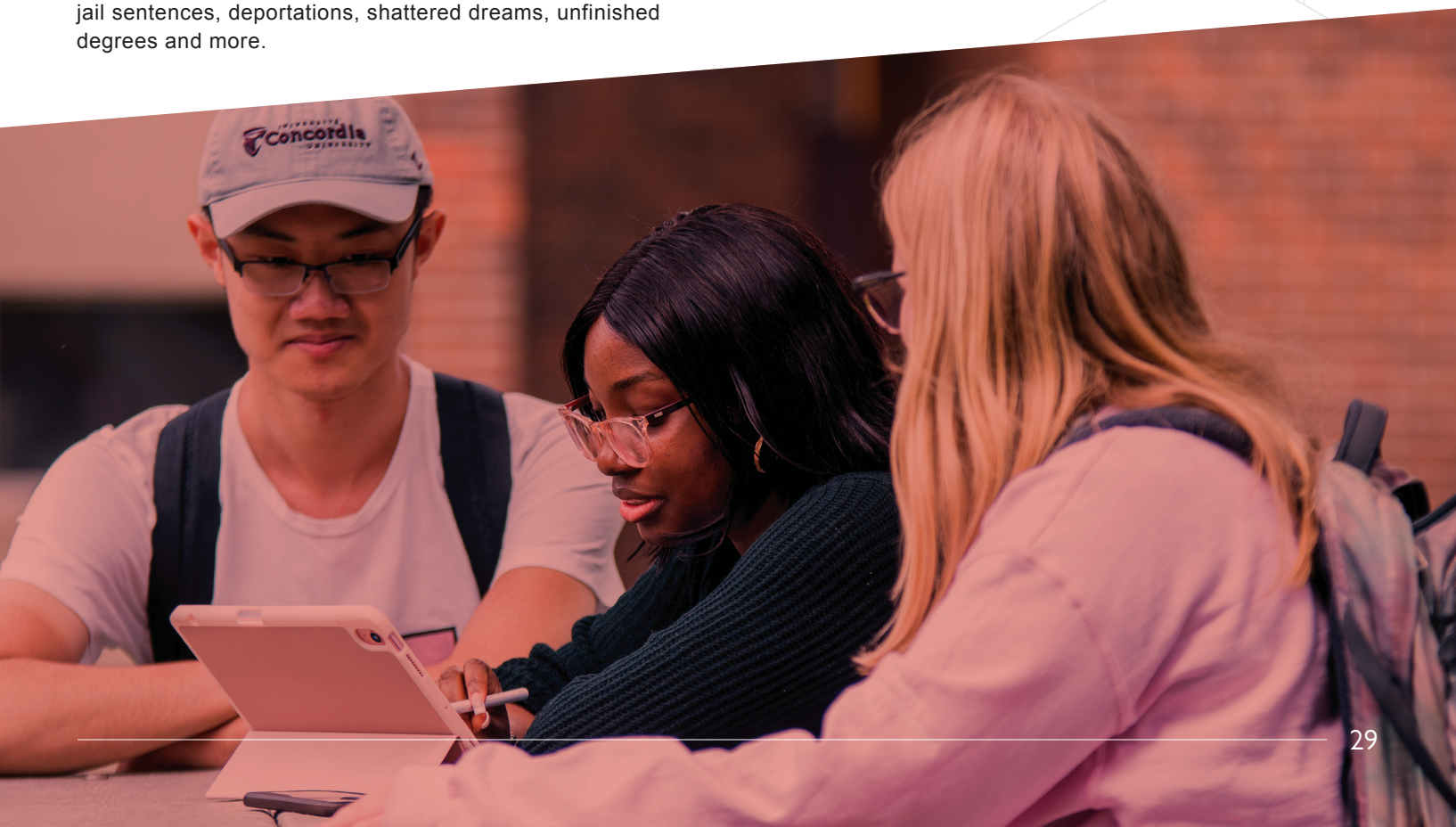
ANTI-BLACK RACISM IN CANADIAN HIGHER EDUCATION INSTITUTIONS

Anti-Blackness is embedded in the foundations of the Canadian educational system. Over the course of the 19th century, racial segregation was imposed either formally or informally on the education of Black Canadians. For example, both Ontario and Nova Scotia legislated racially segregated schools. In other parts of the country, including Alberta, Saskatchewan and Prince Edward Island, although there were no policies written into law to support the practice, Black families were denied access to public schools and had to resort to opening their own schools. It is worth noting that the last Canadian segregated school finally closed its doors in 1983 in Nova Scotia. Racial discrimination and exclusion logically extended to tertiary education as well. For instance, at the turn of the 20th century, universities such as Queen's, McGill, and Dalhousie had restrictions to hinder or deny the admission of Black students to their medical schools.

Despite being a younger university (its 50th anniversary will be celebrated in 2024), Concordia is not exempt from a history of discriminatory attitudes towards Black students. The most notable example is what resulted in the Sir George Williams student protest in February 1969. This event, triggered by the university's mismanagement of complaints of racially motivated discrimination, led to Canada's largest ever anti-Black racism-related student protest.[11,12]

The lives of the Black students who participated in the protest would forever be changed as this event resulted in arrests, jail sentences, deportations, shattered dreams, unfinished degrees and more.

Although the overt practice of exclusion and discrimination of Black students is no longer legal or socially acceptable, its legacy persists to this day. According to Torczyner and Springer's studies on the evolution of Montreal's Black community,[13,14] when a Montreal Black student makes it to post-secondary education, they will likely have endured years of systemic devaluation in the formal educational context. Indeed, by the time Quebec Black students enter university, they may well have had acute experiences with heightened surveillance and disciplinary measures, internalized inferiority complexes, neglect, erasure from curricula, low expectations from their teachers and harassment from non-Black peers and school administrators alike. Today, some of those Black students also experience a new form of segregation wherein they are disproportionately pushed into vocational and trade streams due to perceptions of "fit" in academia, systems of exclusion, etc., and are not presented with and/or encouraged to pursue the full range of options that might include a university track program.[14,15] An understanding of Concordia's specific context requires a further examination of the legacies of anti- Black racism in Montreal, manifested in the history of the city's Black communities.





Vol. XXXII, No. 30 — SIR GEORGE WILLIAMS UNIVERSITY

Photo: S. Bernstein

Leroi Bucher, a member of the Black Students' Association, talks to students about complaints concerning the University's handling of the Anderson Affair.

Anderson affair

Black students demand action

A group of Sir George's **black** students held a four hour meeting on the Hall Bldg. mezzanine yesterday, to discuss action to be taken against assistant Biology Professor, Perry Anderson, who has been accused of practising racism by eight students enrolled in his class.

The accusation was initially made last spring, but the issue has not yet been resolved due to what seems to have been, bungling and waffling on the part of the Science faculty and University administration.

A number white students at the Monday meeting spoke out in support of the **black** students' demands and agreed to prove their sincerity by going over to the Administration offices in the Norris Bldg. to inquire about the quota reduction of West Indian students.

Fifteen students then walked over to the Administration Offices where they were told by Principal Clarke that the quota of "all foreign students" had been reduced "because we were

Article on Sir George Williams Affair in The Georgian Vol. XXXII, No.30 (January 1969) Source: Concordia University Records Management and Archives, Sir George Williams University Collection



Photo: Students protest against racism outside Hall Building at Sir George Williams University (1969) Source: Concordia University Records Management and Archives



The Legacies of Anti-Black Racism in Montreal

THE CONCORDIA CONTEXT

BLACK PRESENCE IN MONTREAL

The history of Montreal's Black communities is intricately connected with the labour needs of the province over time, dating back to the colonial era of New France (Nouvelle France) when Indigenous and West African populations were enslaved for their forced labour. The initial presence of Quebec's Black population, thus, has its roots in the transatlantic slave trade during the 17th century. In 1834, slavery was abolished in the British colonies, which by then included the colonial territory that later became the Province of Quebec.

After abolition, freed Blacks remained in Montreal. Over the next decades, many Black men were hired to lay and guard the tracks of a developing railway system, and by the end of the 19th century, many more worked as porters on trains.[16] The expansion of the railway created a need for yet more porters, and Black men were recruited from other cities in Canada, the United States and the Anglo-Caribbean. Though initially in the city for temporary stays, many porters eventually settled here. The growing number of Black workers and their families settling in the same geographical area manifested in the steady emergence of Montreal's first Black community with its own organizations at the turn of the 20th century. Black families mostly lived in the Saint-Antoine district (in the southwest of the city) where, between 1902 and 1927, the first institutions of the community were founded: the Coloured Women's Club of Montreal (1902), the Union United Church (1907), the United Negro Improvement Association (1919) and the Negro Community Centre (1927).

During that period, the vast majority of Black women who worked outside of the home could only access employment as domestic workers. Anglo-Caribbean migration increased again from the 1950s into the late 1960s due to labour needs in Quebec, which led, for instance, to the recruitment of Caribbean women to work as nurses and domestic workers, and ultimately to changes to the immigration laws between 1962 and 1967. The economic turmoil and political repression experienced under the dictatorship of François Duvalier in Haiti (1957-1971) led to increased Haitian immigration to Montreal throughout the 1960s and 1970s, resulting in a growing community of Haitian exiles and refugees.[16]



THE CARIBBEAN INFLUENCE

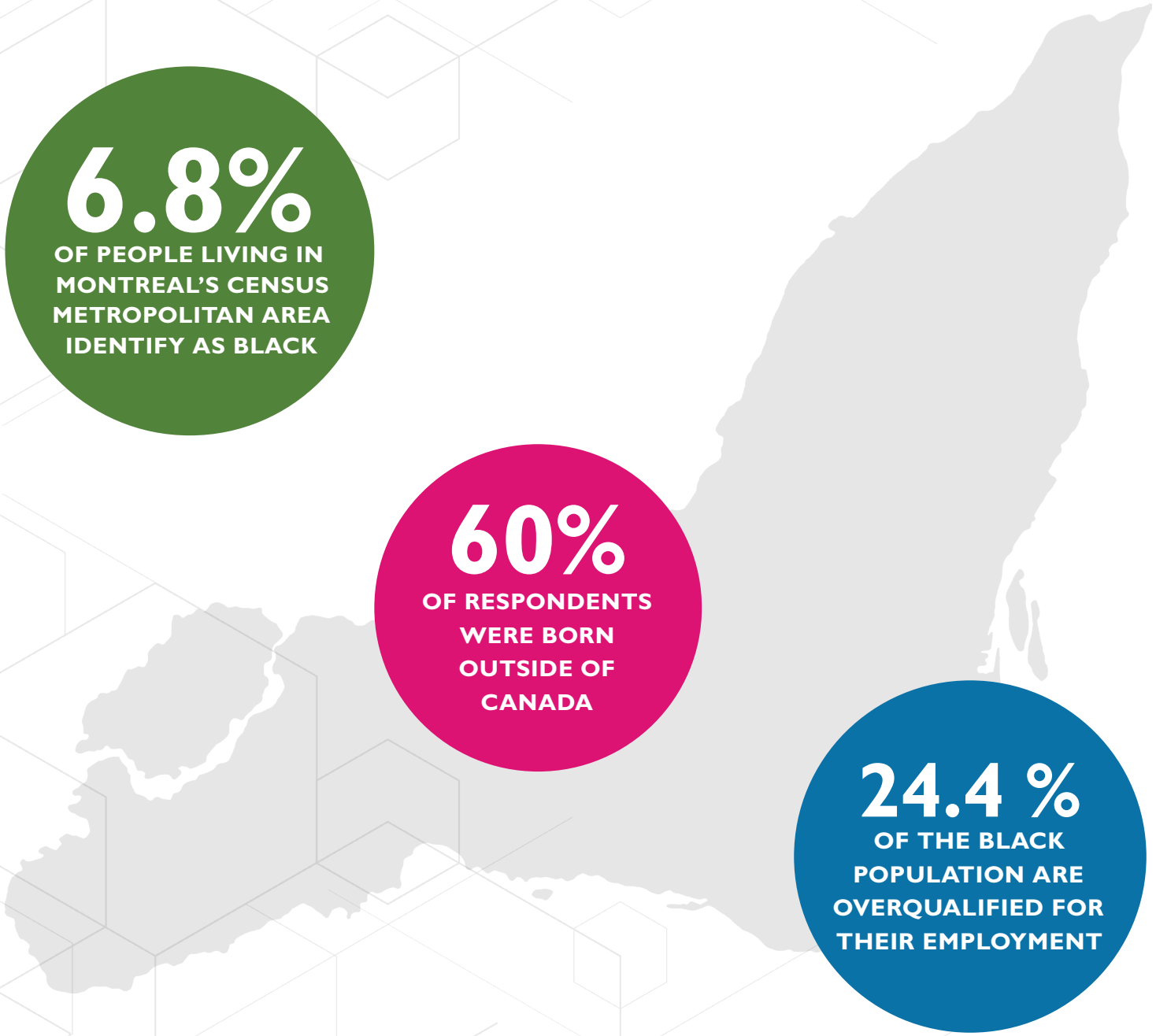
Overall, these broader contexts led to a significant increase in the numbers of Caribbean students coming to Montreal in the late 1960s to pursue university studies. They brought with them important activist sentiments that manifested both inside and outside of the university, including various initiatives with fellow Caribbean students from McGill. One such example was the 1968 Congress of Black Writers organized by students from McGill University, students from Sir George Williams University and community members. The event was a uniquely important international gathering of the era's Black radicals, assembling the likes of Stokely Carmichael, Walter Rodney and C.L.R. James to discuss the history and struggles of people of African descent worldwide.[17] It was Black students, again largely from the Caribbean, who complained to Concordia's administration of anti-Black discrimination by faculty in the Biology Department. The lack of response to these complaints ignited the aforementioned Sir George Williams protests of 1969. The fourteen days of protest, which included McGill students and community members, have been described as "the single-most important manifestation of Black power in Canada."[18]

Sir George Williams protests in 1969 were described as "the single-most important manifestation of Black power in Canada.

The 1980s and 1990s were punctuated by a slow and steady rise in the immigration of Black Africans, especially from the sub-Saharan region, in part due to increased opportunities for higher education and family reunification as a consequence of Quebec's immigration policies. Today, the Black population continues to grow in Montreal. Data from the 2016 Statistics Canada census reveal that, of the 4 million people living in Montreal's Census Metropolitan Area (CMA), 6.8% identify as Black. Within the city of Montreal, the percentage of the Black population increases to 10.3%.[19] Immigration remains an important indicator for the composition of Montreal's Black population, with 60% of respondents born outside of Canada, immigrating from the Caribbean, from Western, Central and Eastern Africa, and from Europe.[20]

While the growth of the Black population in Montreal has deep connections to labour demands, racialized structures and operations embedded in the labour market meant that employment opportunities were limited for Black Montrealers in the 19th and 20th centuries. For decades, unemployment rates in Black communities have remained higher than the general average. According to Statistics Canada,[21] in 2016 that rate was 10.7% for Black women and 11.4% for Black men in Montreal. These figures stand in stark contrast to the rates of 5.6% for women and 6.2% for men in the rest of the population (i.e., census respondents who did not self-identify as Black).

The legacies of anti-Black racism do not only show up in unemployment statistics, but also in issues of underemployment. Overqualification is a reality for Black community members in many professional spheres, meaning that even when they hold diplomas, they tend to work in positions that do not require their level of study or qualification. For instance, in Montreal's CMA, for people aged 25 – 54 in 2011, 12.9% of the general population (i.e., inclusive of all racial groups) was overqualified for the employment they held in the previous year, compared to 25.2% for Black community members. In 2016, that difference remained essentially unchanged, with 13.1% for the general population and 24.4% for the Black population.[21,22]



BLACK FACULTY IN HIGHER EDUCATION: UNDEREMPLOYED AND UNDERREPRESENTED

The phenomenon of underemployment also manifests in the university teaching sector, and it is noteworthy that there is no statistical information available specifically for the province of Quebec. However, it is worthwhile to consider the situation for Black faculty across Canada in this regard. The Canadian Association of University Teachers reports that racialized PhD holders are underemployed as university teachers, and Black university teachers are underrepresented in university teaching positions at Canadian Universities.[23]

The inequity faced by Black university teachers and researchers in comparison to white colleagues is well-documented. Disparities in salaries, promotion and advancement to tenured positions, despite prominent levels of achievement among Black faculty in the form of grant awards and publications, are rife in academic institutions.[24] Author Virginia Gewin notes that Black faculty are undercompensated for their scholarly work and leadership responsibilities, which often include serving on EDI committees and other boards, as well as advancing policy and community work to improve conditions for Black and racialized communities.[25] Dr. Rita Dhamoon from the University of Victoria highlights racism as a "workload issue for faculty of colour and Indigenous faculty,"[26] where additional, unrecognized labour comes in the form of contending with quotidian and institutional racism. The resulting responsibilities are different from those of non-racialized faculty, and are typically unpaid and unrecognized, and not considered in tenure applications. Importantly, they take time away from accomplishing traditional markers of academic success and productivity.[5,27]

Issues of underrepresentation compound the situation faced by Black faculty. Their limited number — already a consequence of various societal inequities and biases in academic hiring — heightens the demand for their participation in EDI efforts and increases the necessary labour of mentorship of Black and racialized colleagues and students. According to a 2019 report by Universities Canada, while "racialized populations" make up 20.9% of full-time faculty and 8.9% of senior leadership, only 1.9% of all tenured and tenure-track faculty in Canada, and 0.8% of senior leadership, are Black.[28] The most recent census information from Statistics Canada shows that the Black population now accounts for 3.5% of Canada's total population.

Thus, representation is far from proportional. There is a notable difference in proportional representation across "racialized groups." Indeed, according to these data, compared with other racialized groups, Black faculty and senior leaders (as well as PhD holders and graduate students) are the most underrepresented racialized group. Seen in this context, Black underrepresentation and discrimination in higher education across the country are even more marked. The situation worsens further in Quebec where, for example, Black faculty at McGill University constituted only 0.8% of their faculty in 2020, despite Black communities accounting for 4% of Quebec's total population and 6.8% of the population of the Montreal CMA, as mentioned above.[27] It is worth noting that this population figure rises significantly to 10.3% in the city of Montreal, where both McGill and Concordia are located. There are currently no figures available for the percentage of Black faculty at Concordia, but using McGill's figures as a baseline, it is safe to say that there is an important lack of Black faculty in comparison to Montreal's Black population.



Racism is a workload issue for faculty of colour and indigenous faculty.



BLACK PRESENCE AND ANTI-BLACK RACISM AT CONCORDIA

Beyond the need to repair colonially inherited and more recent histories embedded in its institutional fabric, Concordia also has a responsibility to exercise its role as a social agent in Montreal. This includes establishing healthy and productive relationships with Black communities both within and outside of the university structure. The Task Force and this report address the legacy and persistence of anti-Black racism and its manifestations at the university, within the broader context of Black experience in Montreal.

Anti-Black racism does not exist in a vacuum. Rather, it is inscribed in the history, laws, policies and procedures of social institutions across Montreal, Quebec and Canada, and they all influence how anti-Black racism reveals itself at Concordia. The legacy of stacked files mentioned earlier and the commissioned reports from various national, provincial, municipal and institutional bodies demonstrate the persistence of anti-Black racism in institutional laws and policies. In 2020, the Public Health Agency of Canada identified anti-Black racism and systemic discrimination as "key drivers of health inequalities faced by diverse Black Canadian communities."[1] The burden of experiencing anti-Black racism across social sectors, including education, employment, housing and health care, among others, manifests in negative physical and mental health outcomes across Black communities. There is no reason to believe that Black Concordians are excluded from these realities, whether inside or outside of the university. On the contrary, the interviews, town halls, round tables and survey data gathered by the Task Force over the past two years attest to the ongoing challenges experienced by many of Concordia's Black community members.

There are multiple examples of societal concerns that have imposed themselves on the work of the Task Force (and that will continue to impose themselves on the university), for example, the practices of surveillance and racist profiling by police that potentially complicate Black community relationships with campus security services; the legacy of anti-Black racism in housing and homeownership in Montreal and its impact on university access and therefore graduation rates[13,29]; the impacts of experiencing anti-Black racism on the mental and physical health of Black Concordians and the consequent need for specific mental health supports.

RACISM RACISM AT CONCORDIA

By rob clément

You need look no further than the washrooms of Concordia University to know that something is terribly amiss.

Fuck Blacks.

What's brown and sticks to your armpit? A thirsty Paki.

Save a watermelon. Kill a black.

These and other decidedly racist comments etched and inked on cubical walls throughout Concordia raise a number of questions.

How can it be in this supposedly enlightened year of 1982 that there are people frequenting a Canadian institution of higher learning who have such views?

Why does the administration allow this type of graffiti to remain publicly visible for months on end with no effort made to remove them?

Racism is an irrational hatred directed toward ethnic groups based on the pigmentation of their skin. At Concordia we are dealing with the white majority attitude and the implicit underlying power structures which are controlled by that majority.

Power is the fundamental element behind racism. Racism only becomes effective when there is power behind it to act it out.

Racism at Concordia predates the union of the Sir George Williams and Loyola campuses in 1974. The classic example is the "Anderson Affair" which occured at S.G.W.U. in 1968, and blossomed into the "Computer Center Party" of 1969.

In April, 1968, charges of racism were brought forth against assistant professor Perry Anderson in connection with his marking. The written charges were subsequently lost and the affair dragged on. When a hearing Committee was finally estabished its composition was not satisfactory to the complainants. This led eventually to the occupation of the Computer Center then located on the ninth floor of the Hall building. On February 11, 1969, the center was virtually destroyed by a series of fires. Two million dollars damage resulted and the university community, indeed all of Canada, was profoundly affected.

The Computer Center Party brough black consciousness to this country with a vengance. Today, more than 13 years later, it is generally recognized that the administrations' handling of the situation actually contributed to the incident. Educators at Concordia and within the Montreal community readily admit that university officials were appurtenant to the polarization of both parties involved.

It is held that the Computer Party may not have even happened in the first place and would not have had the violent conclusion it did if the S.G.W.U. hierarchy had dealt with the situation differently from the beginning.

According to Roosevelt Williams in the book *Let the Niggers Burn*, the administration exercised its power in such a way to aggravate black students and those whites who were sympathetic. The aftermath following the Party is even more incredible.

An investigation into the entire affair was never held. Repercussions were felt in Ottawa and the Caribbean, as the politics of racism forced Caribbean countries to bail out black students while turning a blind eye to the root causes of the events.

RECENT INSTANCES

But all this was so long ago, time and heightened awareness have healed old wounds. Or have they?

Today there is a definite feeling within Concordia's black community that racism still exists. The views manifest in the scribblings in washroom slurs are only one aspect of the problem.

The best recent example of overt racism at Concordia has focused on the by-elections for the Concordia University Students' Association held last fall and elections held in February. During the campaigning for both one candidate's posters were defaced with the word NIGGER.

Myrna E. Lashley, the council aspirant in question, is black. After the first well-documented incident last fall she decided not to use photos on her campaign posters in her bid for re-election. In an interview with **The Link** after the second incident she said that she thought it was not directed against her personally but against people of her pigmentation.

Questioned about the administration's attitude towards racism she said they "just don't want to believe that there is racism here."

Garry Beitel of the Educational Resource Co-operative feels that racism today is rarely demonstrated in as overt a fashion as the repeated poster incidents. The ERC, founded in 1974, is a publically funded non-profit organization developing and implementing action programs both within and outside the educational system to combat racism, sexism and classism.

RACISM RARELY OVERT

Beitel states that there is a tendency to look at racism as a series of isolated incidents rather than as an attitudinal problem involving all of society. The propensity to regard it solely as individual experiences "makes it seem as if racism is a normal human phenomena and does not look at the mechanisms with which it operates," said Beitel. By looking too closely at individual occurences, "you legitimize them as the problem, not society's attitudes."

Racism can be found in many forms at Concordia.

> **"Today there is a definite feeling within Concordia's black community that racism still exists."**

A black sociology student upon the return of a B+ essay, also received from the professor the comment that for your type of people the paper was "uncommonly good."

Feeling that one of his professors was predetermining his mark, a black chemistry student checked his answers on a test with those of a white classmate. Answers which were marked correct on the white student's test were marked incorrectly in the black student's. The professor, when confronted with the discrepancy, quickly adjusted the student's mark accordingly.

In the Commerce faculty, there is a general awareness on the part of black students on which professors they do not feel comfortable taking courses from. According to one student this goes "to the point where I've seen students stand in line for hours in order to get a course change into another section."

In the English department black students enrolled in one course had to deal with decidedly racist comments from a professor who questioned the level of civilization in their countries of origin.

Blacks generally feel caucasians maintain colonial attitude because of their lack of awareness. "All they know of Africa is the Wild Kingdom and Tarzan," said a black student.

Academically, black students sense they are discriminated against. This, they feel, is reflected in the marks they receive and in their treatment in the classroom, lecture hall and labs from both their professors and peers.

Although admission to Concordia is based on academic achievement, a frank discussion with several black students revealed they feel that their academic records are not recognized when they participate in class discussions. "You say something and expect reaction, either positive or negative but it is not forthcoming," a black student said.

An engineering student described that whenever his professor tells the class to go into groups all the whites in the class quickly break into groups leaving him alone so that the lab assistant has to put him into a group. "You are just isolated," he said.

Among white students there is clearly a lack of awareness about racism. Many are not even aware when they are being racist. "One of the problems between white and black is that when something does happen and you tell your caucasian friends about it they tell you that you are too sensitive. This cuts dialogue and leads to withdrawal into your own country or colour groups," a black student said. Covert racism, either conscious or unconscious, manifests itself in glances and people's reactions, the conversations dropped when a black comes into the room. Said one black: "Your're sitting at a table in the cafeteria (with a group of white friends) and everyone gets invited to a party except you."

FORGING A NEW LINK

The insidiousness of racism was painfully demonstrated to The Link last week. At the weekly staff meeting on Friday, it was revealed that there is racism within The Link itself. Patrick Brown, the only black on staff, said he felt a racist mood when he entered the student paper's offices. He refused to disclose names or specific incidents, saying that it was primarily a matter of feeling tolerated and not welcomed by some members of the staff. Brown chose not to be present when the matter was brought up at the meeting.

The atmosphere in the office was filled with shock and remorse as the staff tried to come to grips with the revelation. After a subdued discussion it was decided to establish an ombudsperson.

Racism permeates every aspect of student life.

The search for housing puts students against racist landlords. In an incident which numerous blacks have said is not isolated, a black student phoned in response to an ad in the paper and was told the apartment in question was indeed vacant. Going to the address immediately he found that the accommodation had been rented in the time that it had taken him to travel there. On a hunch he phoned back and found out that the place had not been rented yet.

Members of the African Students Association feel that they have not been treated equally by the university. Citing alleged inconsistensies with the booking of space and resources on the part of the Conference and Information Center and alleged irregularities in the distribution of furniture.

The former case now appears to have remedied itself as the executive of the Association and the manager of the Conference and Information Center, Jackie Pla-

Article in The Link on racism at Concordia University (March 26, 1982, p.14) Source: Concordia University Records Management and Archives

THE QUEST FOR EXCELLENCE

In addition to dealing with the kinds of issues cited, the university also has a responsibility to continually re-examine its relationship to excellence. Certainly, this requires expanding traditional academic definitions to include various kinds of knowledges and knowledge-makers as our understandings of the world and its contributors broaden. However, Concordia also has a responsibility to question its own excellence, i.e., its capacity to meet the complex, diverse and evolving needs of the communities it serves, both within its walls and beyond, and to enrich the university by reflecting the knowledges and experiences of those communities.

BLACK ON BLACK

A Black hairstory

by Andrelle Quammie

Blacks are rediscovering their roots.

North American blacks are the only race whose hair has changed with them, in texture and appearance.

The history of their hair parallels the history of their race from the days of slavery, when they were uprooted from Africa, to their current existence in North America.

In Africa, kinky hair was attractive.

It was curly and coarse, but was also adorned with intricate headpieces and designs, which were seen as signs of beauty.

Some African tribes judged a woman's beauty by her coiffure. Each tribe had its own haircare styles, which became tribal characteristics.

For example, the Masai people of Kenya, in East Africa, for hundreds of years reversed the standard way men and women wear their hair.

In their society, men wear their hair long, in tiny thin braids, decorated with ornaments, tied with string, and coloured with clay. The women are cleanshaven and wear necklaces and big-looped earrings.

As for the Africans, they used their skills to carve beautiful combs.

The combs were carved from either ivory or hardwood. They were smooth with rounded tips to avoid snagging the hair or piercing the scalp. The decorative combs were works of art, with intricately-carved designs. The haircare combs resembled the current Afro-pick.

Africans took as much pride in fashioning combs as they did in grooming their hair.

But with the emergence of the slave trade in Africa, this all came to an end. Slaves were robbed of their lives, culture and heritage, and combs.

They were forced to live in unsanitary conditions and the lack of hair tools left them unable to properly care for their hair.

Many slaves developed scalp infections and diseases, such as ringworm, which left puss-filled sores on the scalp.

These sores made it difficult to the comb hair and often spread to the neck or the face, causing the fibres of the hair to become caked with puss.

The caked hair broke off and became entangled in the healthier hair. It then retained water, soured and rotted.

This sparked the use of head ties to hide the unsightly hair. Slaves were ashamed of their appearance because they often compared their appearance to their masters', the same masters who denied them the tools to adequately groom themselves.

Emulating Europeans' hairstyles showed Blacks' lack of pride in their own

Fine, free-flowing, European-style hair has always been the symbol of beauty. When slaves were finally able to develop methods for proper haircare, they masked themselves in this image.

During the late 1800s, near the end of slavery, blacks successfully developed methods to straighten the hair. The first straightening solution was a combination of hog lard, lye and cooked potatoes.

Massaging hair with hog lard before using a hot comb to straighten it was another way to mirror the European hairdos. Emulating Europeans' hairstyles showed Blacks' lack of pride in their own race.

But these extreme measures damaged hair, often making it break or fall out and burning the scalp.

Madame C.J. Walker became famous for being the first black to perfect the use of the hot comb and cream relaxers used today.

While damage to hair is still common, it doesn't happen as much these days. Diane of Diane B Salon says no product will break hair if it is applied correctly.

"You have to know the different texture of the hair to know what product to use," she says.

Various black hairstyles have emerged this century.

Rastafarians, with their uncombed dreadlocks, have always been considered unclean and uncouth.

Far from being unclean, however, the Rastafarians are naturalists who believe that to be unshaven is natural. They don't use chemically-processed goods such as shampoo. They instead choose to wash their hair with pure water and herbs because of their religious beliefs.

They identify themselves with Sampson and this Bible verse: "They shall not make baldness upon their head, neither shall they shave off the corner of their beard, nor make any cuttings in their flesh."

Today, new box-cuts, braiding techniques, and dreadlocks mark the return to natural hairstyles. Huge Afros were trendy in the 1960s and 1970s.

Anne Kabuga, who has been braiding hair professionally out of her Montreal home for four years, agrees there is now a move towards natural hairdos.

Braiding hair is an African art which dates back hundreds of years, says Kabuga, a Kenyan. Braiding styles include the basket weave, single braids, or corn rolls.

Corn rolls are what Europeans refer to as the French braid, she says. The name is derived from braids resembling the rows of kernels on an ear of corn.

In the past 10 years, Kabuga says, African women had different hairdos depending on the age group of the woman or her social status. Women were classified as maids, young ladies, or mothers.

"You could distinguish them just through their hairdos," she says.

But many women now braid their hair because "it helps it grow a lot faster and it makes your hair a lot stronger," she says." "Once the hair is braided, it gives someone a totally different look: a natural look."

Debbie Nurse of Ebony and Ivory Hair Salon said short cuts are also becoming popular looks for women.

"Before, nobody liked to cut their hair. Now everybody's into wild cuts," Nurse says.

No more perming or pressing. No more burning of the scalp. The style is natural. Let's hope it's the wave of the future.



PHOTO BY VIVIANE REINO

Thierry Corlolan models dreadlocks, a Rastafarian hairstyle.

Dr.Ben gives dose of history

by Gerard Dee

The Christian version of the immaculate conception and the story of Adam and Eve can be traced to Egyptian mythology, a historian from New York told about 300 McGill students last Thursday.

Yosef ben-Jochanon, or Dr. Ben, as he is most commonly referred to, said the Egyptian story of the immaculate conception of Isis, who gave birth to Horace, dates back thousands of years before the Bible.

Dr. Ben, 77, added that there is also evidence that key biblical figures such as Mary and Moses, were black.

The long history of African religion is also proof of a strong culture which has been denied by European historians, he said.

"They said that Africans couldn't write and didn't have an alphabet or language," he said.

"In Ethiopia alone, there are three written languages and when they started, there was no Rome or Greece."

Dr. Ben has been a linguist, archaeologist, civil engineer and lawyer. He has also been a historian and an Egyptologist, studying and researching the ancient civilizations of black peoples along the Nile and of African peoples for the past 50 years.

After his first visit to Ethiopia and Egypt in 1939, Dr. Ben said he was fascinated by pyramids and the writings they contained. He then discovered that his people's history stretched past that of Greeks and Romans.

"I could talk all night and through the next day about African history without coming to European history," he said. "That's recent history compared to African history."

Dr. Ben said African history influenced Christianity.

"We are told that the missionaries brought christianity to us," he said. "But Ethiopia (in its original African form) was christian long before any other nation."

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Concordia Black Studies far from being programmed

by Colin Dennis

A Concordia Black Studies advocacy group modelled on the Lesbian Studies coalition may help set up a Black Studies program, a third-year classical studies student said.

Lawrence Braithwaite is working towards starting up such a group. "Our group would provide for an area to accumulate literature to organize a small library," Braithwaite said.

"We would hold study sessions that would enable comprehensive application of literature and black history into the university curriculum."

This will pave the way for an inter-disciplinary and possibly full-fledged degree program, Braithwaite said.

But the university's director of advocacy in student services said such programs at Concordia and McGill could run into problems.

"The program requires expertise and library books to support it, and black students have to ask themselves whether there are enough black teachers to merit setting up the program," Ann Kerby said.

"There is a danger of spreading your (blacks') resources too thin." She suggested that black students interested in a program call on professors for support.

Kerby said students now working on the project may only see end results once they graduate because it takes about two years to set up such a program.

McGill's Black Students Network submitted a proposal last year for a history course, which could be a stepping stone towards Black and African Studies programs. The Network is still waiting for administration to approve the proposal.

Concordia graduate studies academic rector in sports and institutional management said he is leery of starting a Black Studies program because of the failure rate of such programs in North America.

"Black students must ask what has happened with other Black Studies programs. Which ones succeeded, and who wants it (a black studies program)?" said Clarence Bayne.

Bayne added that most students in those programs are white.

But he said that successful programs have given blacks a better understanding of black history and a greater sense of pride.

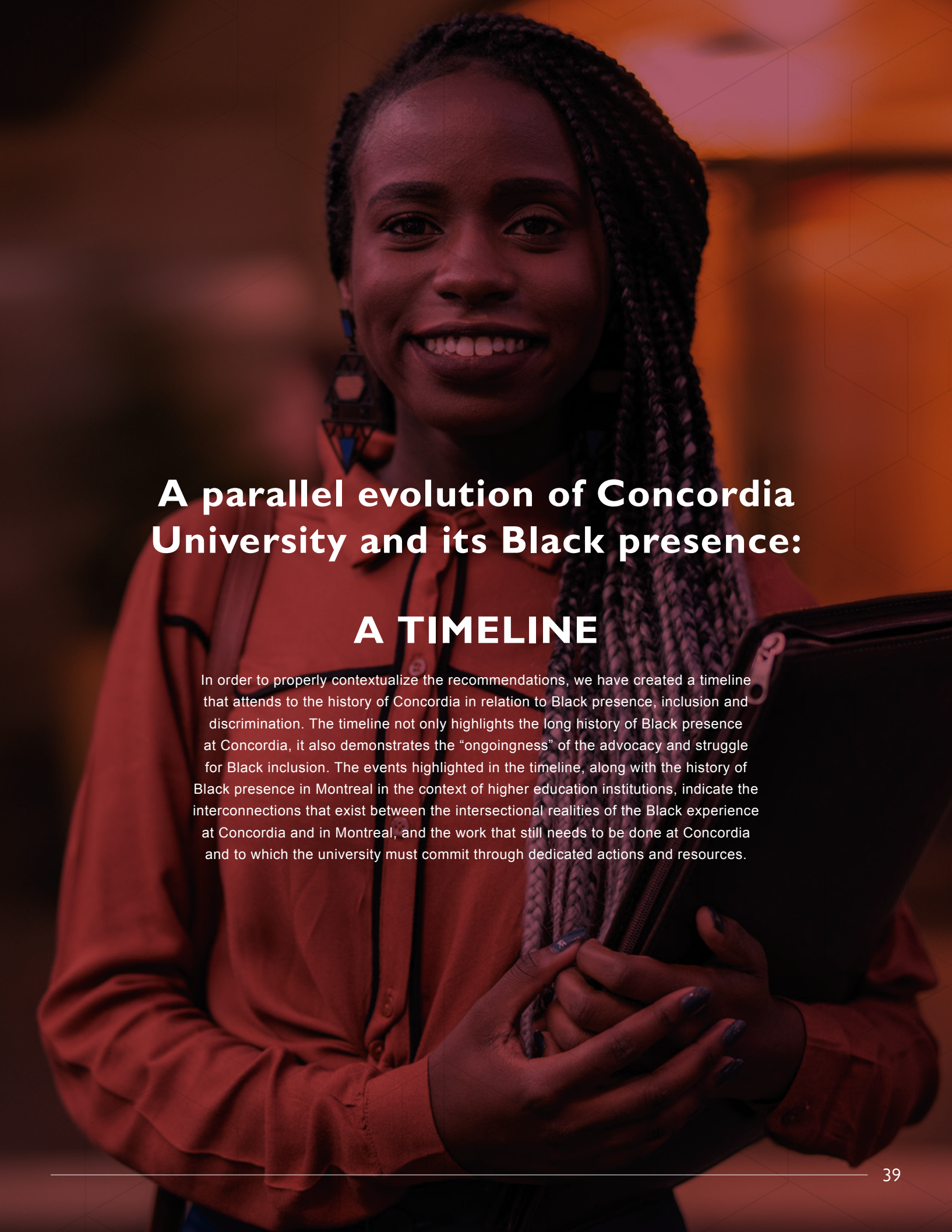
For exampie, Bayne said, the University of Massachusetts' co-operative program is not strictly theory. Students work as senators' aides and editors. "Its graduates go out as experts who meet valid needs."

Concordia English major Shelley Blackman said a program would raise awareness of the black experience .

"It would bring a new awareness of black history and culture for all students, and integrate different traditions and cultures," Blackman said.

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Article on Black Studies in The Link, (February 18, 1992, p.7)
Source: Concordia University Records Management and Archives



A parallel evolution of Concordia University and its Black presence:

A TIMELINE

In order to properly contextualize the recommendations, we have created a timeline that attends to the history of Concordia in relation to Black presence, inclusion and discrimination. The timeline not only highlights the long history of Black presence at Concordia, it also demonstrates the "ongoingness" of the advocacy and struggle for Black inclusion. The events highlighted in the timeline, along with the history of Black presence in Montreal in the context of higher education institutions, indicate the interconnections that exist between the intersectional realities of the Black experience at Concordia and in Montreal, and the work that still needs to be done at Concordia and to which the university must commit through dedicated actions and resources.

1889

Foundation of Loyola College, an extension of an English program at the Jesuit Collège Sainte-Marie de Montréal.

1926

The Montreal YMCA evening adult education program becomes Sir George Williams College.

1947

Montrealer Harold Herbert Potter is hired to teach at Sir George Williams College, becoming the first Canadian-born Black sociologist to be hired by a post-secondary institution in the country. Potter is promoted to assistant professor in 1949 and to full professor in 1963.

1948

Sir George Williams College is officially chartered as a university and becomes Sir George Williams University (SGWU).

1953

The West Indian Society is founded at SGWU.

1960s

The number of students from the Caribbean at SGWU increases, partly due to changes in immigration legislation.

1968

April: Six Black students make a formal report to the Dean of Students, Magnus Flynn, about their experiences of racism in a biology course at SGWU.

October 4 – 6: A conference entitled “Problems of Involvement in Canadian Society with Reference to Black Peoples” is held at SGWU. It is organized by the Canadian Conference Committee (formerly Caribbean Conference Committee), which includes SGWU lecturers and students.[30,31]

October 11 – 14: A conference entitled “Congress of Black Writers: Toward the Second Emancipation–The Dynamics of Black Liberation,” is held at McGill University. It is organized by students from McGill University, SGWU and community members.

December: An article by Phil Griffin entitled “Black Students’ Association initiates studies program” appears in The Georgian, a SGWU student newspaper. The article describes the initiative and the scheduled program for lectures from guest speakers.[32] The proposal for an informal Black Studies program is presented to the co-curriculum committee by Professor C. Davis, Leroy Bucher, and Phil Griffin.[33]

The West Indian Society becomes the Caribbean Students Union.

The Black Students’ Association is founded.

1969

January 17: The first informal Black Studies program is launched by three Black professors in collaboration with Black students.[34] This is a cross-collaboration across disciplines in the Faculty of Arts.

January 29 – February 11: Students occupy the University's computer centre and faculty lounge in protest of alleged racism at the University. Police are called in on February 11; 97 students are violently arrested. The day prior to the occupation, The Georgian devotes its entire publication (12 pages) to the position taken by Black students and the university's response to that position.

February 7: An article by Phil Griffin is published in The Georgian. It is entitled "SGWU and the Black Studies program 'unresponsive, apathetic, uninterested….'"[37]

November 5: An article in The Georgian reports on a racist cartoon published in the student journal, The Paper, by its editor and publisher Wayne Gray. The cartoon was termed "the most offensive example of racism ever published at SGWU" by the Executive Committee of the Students' Association, who formally brought code of conduct charges against Gray.[35] The cartoon depicts two barefooted Black men with spears and a sign that says, "Pack your kit bag, Alfred, they are about to start a Black Studies Program in Sir George."

November 5, 11: A questionnaire is published in The Georgian by the Caribbean Students' Society of Sir George to determine the interest of students in a Black Studies program at SGWU.[35,36]

November 12: A letter to the editor in The Georgian features a derogatory comment by student John Sedley on Black students' demands for a Black Studies program. In this article, Sedley also states, "Negroes demand equal rights, well, let's shit on them too."[38]

1970

January: A report is prepared by James H. Whitelaw (Coordinator of Academic Planning, Sir George Williams University) entitled "Ethnic Groups at the University." The report delineates the various groups at the university and pays particular attention to the subject of Black Studies. It also lays out the evolution and description of Black Studies programs at other North American universities.

January 30: An event is held at SGWU featuring Professor Nathan Hare from Howard University (Washington, D.C.) and Dr. C.L.R. James from SGWU to discuss Black Studies, various types of Black Studies programs and the Black Revolution.[39]

1972

February 4: An Afro-American seminar is held at SGWU with Professors Chris Lash, John Swede, Leon Jacobs and Norman Cook discussing Black history and culture.[40]

1973

January: The Black Studies Centre is founded by Dr. Clarence Bayne, an assistant professor of quantitative methods, and by Adrien Espinet and Leighton Hutson. It is initially housed at Concordia University. This initiative develops from a group involved in the Research Institute of the National Black Coalition between 1971 and 1974.[41]

1974

Loyola College and Sir George Williams University merge to found Concordia University.

1977

February 4: 125 students, faculty and administrators from across the university come together in a special seminar series, Roadblocks to Education, to discuss major problems impacting students in university. Among many of the requests, students stress the need for a Black Studies program.[42]

1982

March 26: An article by Rob Clément is published in The Link, a Concordia student-run publication, on "Racism at Concordia." The article denounces various instances of racism experienced by Black Concordians.[43]

1983

Dr. Esmeralda Thornhill develops and teaches the first university accredited course on Black women's studies in Canada at Concordia. The course, entitled Black Women: The missing pages from Canadian Women's Studies, is offered at the Simone de Beauvoir Institute and is given with the support of the Montreal Regional Committee of the National Congress of Black Women in which Thornhill is an active member.[44]

1985

October 3: The Concordia University Students' Association (CUSA) launches a human rights lecture series, with the first two weeks being devoted to talks on racism. Dr. Harry Edwards, an Olympic medal winner who led a Black protest during the 1968 Olympic Games, opens the series. This is followed by a talk featuring guest speaker Professor Leonard Jeffries, the director of Black Studies at City College of New York. As part of the women's rights portion of the series, a lecture is offered by Betty Shabazz, human rights activist and wife of Malcolm X.[45]

1987

The Congress of Black Women of Concordia University is created.[46]

September: The Black Women's Coalition partners with the Simone de Beauvoir Institute to organize a conference on the Black experience within a feminist context with special guest Dr. bell hooks.[47]

November 21: Four Concordia student groups take part in the march to denounce the killing of an unarmed 19-year-old Black man, Anthony Griffin, by police officer Allan Gosset outside a police station in the Notre-Dame-de-Grâce neighbourhood of Montreal.[48]

1989

February: Task Force on Multiculturalism is set up by Vice-Rector Maurice Cohen.

Late 1980s

The African Students Association of Concordia is founded.

1991

September: The report entitled “Balancing the Equation: Cultural Diversity at Concordia” (hereafter referred to as the Cohen Report) is released. This report stems from the Task Force on Multiculturalism established two years earlier.

The joint Chair in Intercultural and Race Relations Studies, between Concordia University and the Université du Québec à Montreal, is established.

1992

February 18: An article by Colin Dennis is published in The Link, “Concordia Black Studies far from being programmed.”[49]

March 13: A second article by Colin Dennis is published in The Link, “Fighting for Black Studies.”[50]

May: An Ad-hoc Committee on Multiculturalism and Issues of Equity is created. It investigates the general matter of equity, inter-ethnic matters and inter-cultural matters in the School of Graduate Studies (SGS). This committee is a follow-up to the Balancing the Equation report (1991).

1993

February 5: An article by Brady Leddy is published in The Link, “Lots of talk, little action to begin black studies courses at Concordia.”[51]

1995

An Advisory Committee on Multiculturalism is convened by the Dean of Graduate Studies, Dr. Martin Kusy, and co-chaired by Dr. Clarence Bayne.

1997-98

This is the start of the Black Community Initiative with the hiring of David McKenzie, the founder and coordinator of the Community Service Initiative, JMSB. The project seeks to initiate and coordinate efforts to recruit and retain undergraduate and graduate students from Montreal’s Black community. The university-wide initiative is “an opportunity for Concordia to work with Black faculty, staff, students, and Black community organizations to identify and eradicate the biases, practices and conventions which operate against the recruitment, retention and graduation of Black students.”[52]

1999

A report entitled the Black Community Initiative Pilot Project: A Partnership for Excellence and Advancement, is prepared by David McKenzie and is presented to Donald L. Boisvert, Dean of Students, Chair, Advisory Committee on Multiculturalism and Issues of Equity.

2016

February 9: An article by Shannon Gittens-Yaboha in The Link is entitled “Black Consciousness at Concordia: Why this University Needs an Interdisciplinary Black Studies Minor.”[53]

Mobilization begins for a Black Studies program through the Black Studies at Concordia Collective.

A Black perspectives project is created by Concordia student Annick Maugile Flavien through the Critical Feminist Activism and Research (C-FAR) initiative at the Simone de Beauvoir Institute.

2018

The Black Feminist Futures working group is created.

Concordia's Black Alumni Network is created by Temi Akin-Aina, Associate Director of Alumni Relations, as a network to connect and support Black alumni, friends, faculty and staff.

December: Paul Joyce, Associate Dean of Academic Programs, in the Faculty of Arts and Science, rejects the proposal for an interdisciplinary minor in Black Studies purportedly due to a lack of specialized Black faculty.[54]

Fall: The fall saw the start of Concordia's multi-year efforts to consult broadly with the university community on issues of EDI in order to draft recommendations and implement an action plan to address forms of marginalization, discrimination and racism experienced by students, staff and faculty.

2019

January – February: Protests and Pedagogy presents a series of 19 events commemorating the 50th anniversary of the Sir George Williams affair at Concordia's 4TH SPACE venue. These events were organized and curated by a collective of university and community partners. The events include an archival exhibition on the student protests of 1969.[55]

A theatre production by Concordia alumni entitled Blackout: the Concordia Computer Riots is presented. The production reimagines the Sir George Williams affair 50 years later. (Organized by the Concordia Student Union, the Fine Arts Students Association and Tableau D'hôte Theatre.)

March 15 – 16: The conference entitled "Living Black Studies: Reimagining Black Canadian Studies" takes place.

April: There is a follow-up event on the Black Studies curriculum report.



2020

February: The Black Perspectives Initiative (BPI) is launched by Concordia and led by Annick Maugile Flavien. The BPI is a hub to connect and support activities related to Black perspectives, initiatives and scholarship.

May: The murder of George Floyd, preceded by the deaths of Breonna Taylor and Ahmaud Arbery in similar situations earlier in the year, gives rise to louder international cries in support of Black Lives Matter and demands for concrete action worldwide to tackle systemic anti-Black racism in institutions.

June: A petition, the "Concordia Statement on Black Lives," is circulated at Concordia demanding action to address anti-Black racism within the institution. This document, generated by the BCAC, a group comprising Black and allied faculty, staff and graduate students, garnered over 7,000 signatures in two weeks.

Summer and fall: Interim Provost Anne Whitelaw works with Angélique Willkie and Annick Maugile Flavien in consultation with the Caucus of Black Concordians and other stakeholders to design the structure and membership of the President's Task Force on Anti-Black Racism.

Fall: The Caucus of Black Concordians is formed to provide Black faculty, students and staff with mutual support and safe spaces to combat anti-Black racism, including having safe learning and social environments on campus.

Fall: Concordia's BPO (formerly the BPI), led by Annick Maugile Flavien, is situated within the Office of the Provost and Vice-President, Academic to provide resources and support, and advocate for Black perspectives, initiatives and scholarship at Concordia.

Fall: Concordia's Equity Office is formed to serve as an umbrella unit to develop and implement the university's EDI action plan, coordinate and harmonize equity resources and initiatives across the university and provide services and support to the community. That support involves working with groups whose mandate includes addressing systemic discrimination. Its inaugural executive director, Lisa White, jointly reports to the Office of the Provost and the department of Human Resources.

November: The President's Task Force on Anti-Black Racism is officially launched.

2021

July: The position of Special Advisor to the Provost on Black Integration and Knowledges is created.

November: The preliminary report of the President's Task Force on Anti-Black Racism is published.



This timeline gives a synthetic but nevertheless broad overview of the presence of Black communities at Concordia, including prior to the merger of the founding institutions in 1974. It also clearly indicates the issues that were of concern to these communities and the efforts in which they engaged — and continue to engage — in order to address them. Importantly, the timeline provides an overview of the "legacy of stacked files" that has both emerged from appeals to, and been generated by, successive Concordia administrations. The case of the call for the creation of a Black Studies program is particularly present, with notable informal efforts by Black Concordians to address that gap. Without a doubt, this legacy has greatly contributed to the cynicism of Black communities regarding the university's commitment to responsibility, accountability and change.

Over the course of the two years of consultation in which the Task Force has been engaged, the university's lack of credibility in the eyes of Black community members has been consistently evident. The collective memory and impact of the Sir George Williams student protest, Concordia's silence regarding the role of racism in the events leading to the protest and the university's perceived lack of action on the creation of Black Studies programs and on issues of Black faculty hires have left a particularly bitter taste in the mouths of Black community members that also accounts for the erosion in confidence. Moreover, the timeline is a clear indication of the ineffectiveness of previous strategies to fully meet the need for recognition and belonging demanded by Black students, staff and faculty. These ineffective strategies have only managed to increase their lack of confidence in the institution.

> **"I find this Task Force astonishing because it looks at the (Black) problem as if it is new. But it is not new.**
>
> *— Black community activist and collaborator*





STRATEGIC DIRECTIONS: CONCORDIA'S COMMITMENT

As Concordia positions itself as a next-generation university, its relationship with Black Concordians must be considered deliberately and actively, with a clear understanding of the need to invest in and for the community. The 2016 Strategic Directions Game Plan describes Concordia as "an inclusive research-engaged university focused on transformative learning, collaborative thinking and public impact, equipping students and society for a world of challenges and opportunities."[56] The university considers its "commitment to equity and sustainability, the foundation of everything we do."[57] The nine strategic directions that chart this path forward are commitments that include and affect Concordia's Black community members and are therefore significant opportunities to anchor their needs in the future-building of the university.

The Task Force recommendations reflect and enhance these strategic goals. Increasing support for Black-centred research, creating and enhancing curricular offerings to reflect the transformation and complexity of Black people globally, deepening learning experiences by facilitating access to Black community-based knowledge, encouraging the collaborative and interdisciplinary understandings of the world integral to Black Canadian Studies programs, contributing to the flourishing of Black communities and the university through increased enrolment of Black students and conscientiously engaged community research — these goals, corresponding to several of the university's nine strategic directions, would constitute a different legacy for Concordia with respect to Black communities.

In addition to the strategic directions, the university's public commitment to the principles outlined in the Scarborough Charter anchors its future relationship with its Black community members. The signing of the Charter is more than a tacit acknowledgement that the university understands the scope of the undertaking necessary to counter anti-Black racism in the institution. In signing the Scarborough Charter, Concordia — like the other signatories — exposes itself and its actions to being witnessed, its successes to being shared, and its stasis to being challenged into action. Full acceptance and implementation of the recommendations that follow are the necessary next steps.

LIST OF RECOMMENDATIONS & MORE

The recommendations below are organized under four thematic rubrics: Driving institutional change; Fostering Black flourishing; Supporting Black knowledges; and Encouraging mutuality. Each rubric begins with the context for that grouping and the categories of recommendations it holds. Each category in turn outlines its specific Context, the primary Recommendations it aims to achieve, what Benefits will stem from achieving these and the Success Measures to monitor achievement. These are followed by the Suggested Actions proposed by the Task Force, which are listed in further detail at the end of the report.

The four rubrics and their corresponding categories of recommendations are listed below:

DRIVING INSTITUTIONAL CHANGE

- Public recognition and commemoration
- Governance, policies and procedures
- Data strategy
- Training and educational resources
- Fundraising and community engagement

FOSTERING BLACK FLOURISHING

- Staff: Professional thriving
- Faculty and librarians: Professional thriving
- Students: Community thriving
- Students: Academic thriving
- Safety on campus
- Mental health and well-being

SUPPORTING BLACK KNOWLEDGES

- Programs in Black and African diaspora studies in the Canadian context
- Research and scholarship
- Black knowledge resources and sources

ENCOURAGING MUTUALITY

- Inter-unit collaboration
- Community engagement and outreach

The recommendations and their suggested actions are imagined transversally. They sometimes overlap in scope and implementation and therefore solicit various units to work in tandem as accountable stakeholders. Acknowledging that some associated measures are already underway, there has also been a clear choice made not to impose specific deadlines, but rather to propose a sequencing order in which actions could take place. The final table at the end of this report clearly shows the proposed sequencing, current status and accountability for the recommendations.

> **Concordia is an inclusive research-engaged university focused on transformative learning, collaborative thinking and public impact, equipping student and society for a world of challenges and opportunities.**
>
> *— Strategic Directions Game Plan*

DRIVING INSTITUTIONAL CHANGE

Systemic racism predates the creation of Concordia University as we know it today; it is woven into the (colonial) institutional fabric of the university's founding institutions, Sir George Williams University and Loyola College. Addressing anti-Black racism and its structures across the university therefore requires a long-term commitment to systemic, transversal and innovative change that is sustained through cross-institutional strategies and mechanisms that are embedded, transparent and accountable to the university community.



Photo: Sir George Williams students meeting with administration on the mezzanine of the Hall Building (January 29, 1969) Source: Concordia University Records Management and Archives

PUBLIC RECOGNITION & COMMEMORATION

An essential component of the institutional strategy requires that Concordia confront its past and the consequent damage to Black communities — both historical and current. The 1969 student protest at the then Sir George Williams University is viewed by students and members of the Black community as an unfinished affair. Concordia University holds the unique position in the Canadian university landscape as the only institution on whose grounds such a large and public protest action against anti-Black racism has taken place. Recognition and commemoration are not only necessary first steps to the process of healing and building bridges with Montreal's Black communities, they are also critical to countering the continued erasure of Black students' histories and experiences at Concordia University.

RECOMMENDATIONS:

- Concordia acknowledges the role of racism in the events of 1969 at Sir George Williams University.
- Concordia acknowledges the impact of those events on the lives of the students and communities concerned.
- Concordia engages in reparative actions with respect to those impacted, as well as to Black students in general.

Photo: Debris outside the Hall Building following the arrest of protesting students, (February 11, 1969) Source: Concordia University Records Management and Archives

BENEFITS:

Appropriate recognition and commemoration will contribute to restoring the university's credibility among Black community members, faculty, staff and students, particularly with respect to future anti-Black racism initiatives. These actions will communicate to Black communities that their experiences and presence are valued by the institution and that the university acknowledges its ongoing responsibility in dismantling the mechanisms of anti-Black racism. These actions will also significantly enhance Concordia's reputation among Montreal's Black communities.



SUCCESS MEASURES:

A public and tangible plan for reparative action with clear timelines, developed in consultation with Black Concordians and community members

I ended up with 5 university degrees but none from where I had intended to graduate. It upended my career, my family relationship, everything. But, in some ways, I escaped with less devastation than some of my colleagues, people who ended up being incarcerated.

— Former protester (1969) on the impact of the student protest on his life

SUGGESTED ACTIONS:

- Extend a formal and public apology to Concordia's Black community for the university's handling of the 1969 student protests and the subsequent impacts on the students involved.
- Create a permanent exhibition, multimedia installation and commemorative website on the 1969 events that serve as both tributes and spaces for teaching and learning about this event.
- Install a commemorative plaque in the Henry F. Hall Building.
- Recognize some of the original student protesters (some of whom are still alive) through public speaker events, honorary doctorates, etc.
- Rename the D.B. Clarke Theatre, which was originally named after the SGWU acting principal and vice-chancellor in 1968-69.
- Create a public art project designed to commemorate the events of 1969, with the unveiling scheduled during Concordia's 50th anniversary celebrations in 2024.
- Establish financial aid (e.g., scholarships, bursaries, special prizes and awards) for Black students.
- Recognize and celebrate the accomplishments of members of Montreal's Black community by granting awards and honorary doctorates. (What universities honour is a reflection of what — and who — they prioritize.)
- Undertake and resource a research project on Concordia's colonial past and relations with Black communities.



GOVERNANCE, POLICIES & PROCEDURES

Universities are one of the many institutions originally founded on principles that excluded and discriminated against Black people. The legacy of anti-Black racism permeates the institutional fabric and lives on, often undetected, in policies and practices. As noted by the United Nations Human Rights Council, anti-Black racism has become "so deeply entrenched in institutions, policies, and practices, that its institutional and systemic forms are either functionally normalized or rendered invisible, especially to the dominant group."[58] A public commitment from university leadership to the stated priorities emerging from the Task Force, including the earmarking of financial resources, is necessary to implement the recommendations. Furthermore, mechanisms of accountability more broadly developed and adjusted in continued consultation with Black Concordians are integral to the implementation plan.

RECOMMENDATIONS:

- University leadership both declares and demonstrates its long-term commitment to anti-racism as a fundamental value of the institution.
- University units actively engage in and manifest anti-racist actions both in their own functioning as well as in their interactions with Black Concordians.
- Create publicly accountable, adequately resourced permanent structures in service of Black Concordians.
- Create publicly accountable, adequately resourced structures to shepherd the implementation of the recommendations.

BENEFITS:

This commitment and its official communication will ensure that the structures, procedures and protocols of the university are anchored in anti-racist principles of equity and social justice in ways that are meaningful for all members of the university community — most particularly for Black Concordians. Accordingly, this commitment will also demonstrate that university structures, procedures and protocols lend themselves to the appropriate scrutiny and interrogation that necessarily define the health of the institution. Concordia's engagement and consequent actions will make it a role model among Quebec universities in addressing anti-racism.

SUCCESS MEASURES:

- Effective diversification of members of governing bodies and senior leadership, and increased representation from Black communities
- Clear and responsive protocols for dealing with anti-Black racism wherever it may appear in the Concordia community
- Resources to guarantee the permanence and/or extension of units, services to and representation of Black Concordians
- Publicly accessible key performance indicators regarding the implementation of Governance, policies, and procedures recommendations

SUGGESTED ACTIONS:

- Establish and resource an implementation project team to track the implementation phase and an advisory committee to provide regular feedback.
- Extend the position of Special Advisor to the Provost, Black Integration and Knowledges, for a minimum of 3 – 5 years, to be reviewed as required.
- Develop and implement a university-wide anti-racism strategy informed by the recommendations presented in this report.
- Develop additional protocols with increased transparency and accessibility around racially motivated incidents on campus.
- Develop and make available consultable resources for all levels of administration on anti-racism and the systemic discrimination embedded in institutional structures and practices.
- Apply an anti-discrimination, anti-racism and EDI lens to all existing and future policy developed at Concordia.
- Make explicit the governance structures around equity and anti-racism, including the title of the executive leader responsible for these portfolios.
- Establish diversification strategies and targets for all governing bodies, including the modification of recruitment and appointment processes as required, and communicate efforts to the Concordia community.
- Review the hiring processes specific to leadership positions and solicit the services of executive search firms that specialize in diversity hiring.



DATA STRATEGY

The dearth of Black-specific data is an urgent and ongoing challenge for the university. Any comprehensive assessment of the needs of Black students, faculty, staff and alumni is problematic due to the difficulty in identifying these individuals in a consistent and disaggregated fashion. By extension, tackling the lack of representation amongst Black faculty and staff becomes even more challenging, despite the urgency with which this issue needs to be addressed. Concordia must explore 1) developing data collection frameworks that can harness this information effectively, and 2) establishing broader strategic approaches that bring the multiple services that address the needs of Black Concordians into regular communication, consultation and concertation.

It is important to acknowledge Concordia's recent efforts to gather data on its wider community through recent censuses. Developing a data collection strategy that accounts for both quantitative and qualitative data is essential to deepening the university administration's understanding of Black experiences on campus. In a context where Black Concordians (among other equity-seeking groups) are over-solicited for data collection by systems that do not always inspire their confidence, it is important to build trust through the development of clear guidelines and strategies for the collection, usage, storage of and access to disaggregated race/identity-based data, and build the confidence that the data will in fact be used to better serve and resource Black students, faculty and staff at Concordia.

RECOMMENDATIONS:

- Develop a comprehensive data collection strategy that accounts for both quantitative and qualitative disaggregated data that are regularly updated.
- Develop clear guidelines and strategies for the collection and treatment of disaggregated race/identity-based data to ensure confidence that the data are used to better serve and resource Black students, faculty and staff at Concordia.

BENEFITS:

Reliable, ethically collected and responsibly managed data will inform the creation and further development of initiatives and services tailored to Black Concordians, as well as the implementation and evaluation of these initiatives. A more profound understanding of the qualitative experiences of Black Concordians will better facilitate the intersectional considerations that are an integral component to the improvement of supports and services to the community.



SUCCESS MEASURES:

- Responsibly managed and regularly updated disaggregated, quantitative and qualitative data on Black Concordians
- Ethical data collection guidelines
- Integration of quantitative and qualitative data compiled by the Task Force over its two-year existence into the university's baseline data set on the experiences of Black Concordians
- Develop and implement university-wide strategies and guidelines for disaggregated race-based data collection, usage and dissemination.
- Cross-reference the existing ongoing data collection within the university in order to identify overlapping information that can better serve Black Concordians.
- Work with university partners to find collaborative opportunities for disaggregated race-based data collection, information sharing and analysis to better understand Black faculty, staff, students, alumni and community demographics.
- Provide training and support resources to university units on best practices for data collection and analysis.
- Create and implement mechanisms to facilitate the self-identification of all incoming students.

SUGGESTED ACTIONS:

- Develop and implement university-wide strategies and guidelines for disaggregated race-based data collection, usage and dissemination.
- Cross-reference the existing ongoing data collection within the university in order to identify overlapping information that can better serve Black Concordians.
- Work with university partners to find collaborative opportunities for disaggregated race-based data collection, information sharing and analysis to better understand Black faculty, staff, students, alumni and community demographics.
- Provide training and support resources to university units on best practices for data collection and analysis.
- Create and implement mechanisms to facilitate the self-identification of all incoming students.

TRAINING & EDUCATIONAL RESOURCES

There is a need for further educational and training resources and accompaniment with respect to unconscious and conscious biases, anti-racism, anti-discriminatory practices and equity. The experiences of Black students, staff and faculty attest to the fact that such instruction will be beneficial across multiple levels and sectors of the university, including non-Black faculty, staff, public-facing services, administrators and security.

RECOMMENDATIONS:

- Develop anti-discrimination and anti-racism training and resources that are administered as part of a proactive and ongoing strategy to confront anti-Black racism.
- Inform the Concordia community about the dismantling of mechanisms and structures that perpetuate anti-Black racism.
- Reaffirm the values of the university through these resources and trainings.

BENEFITS:

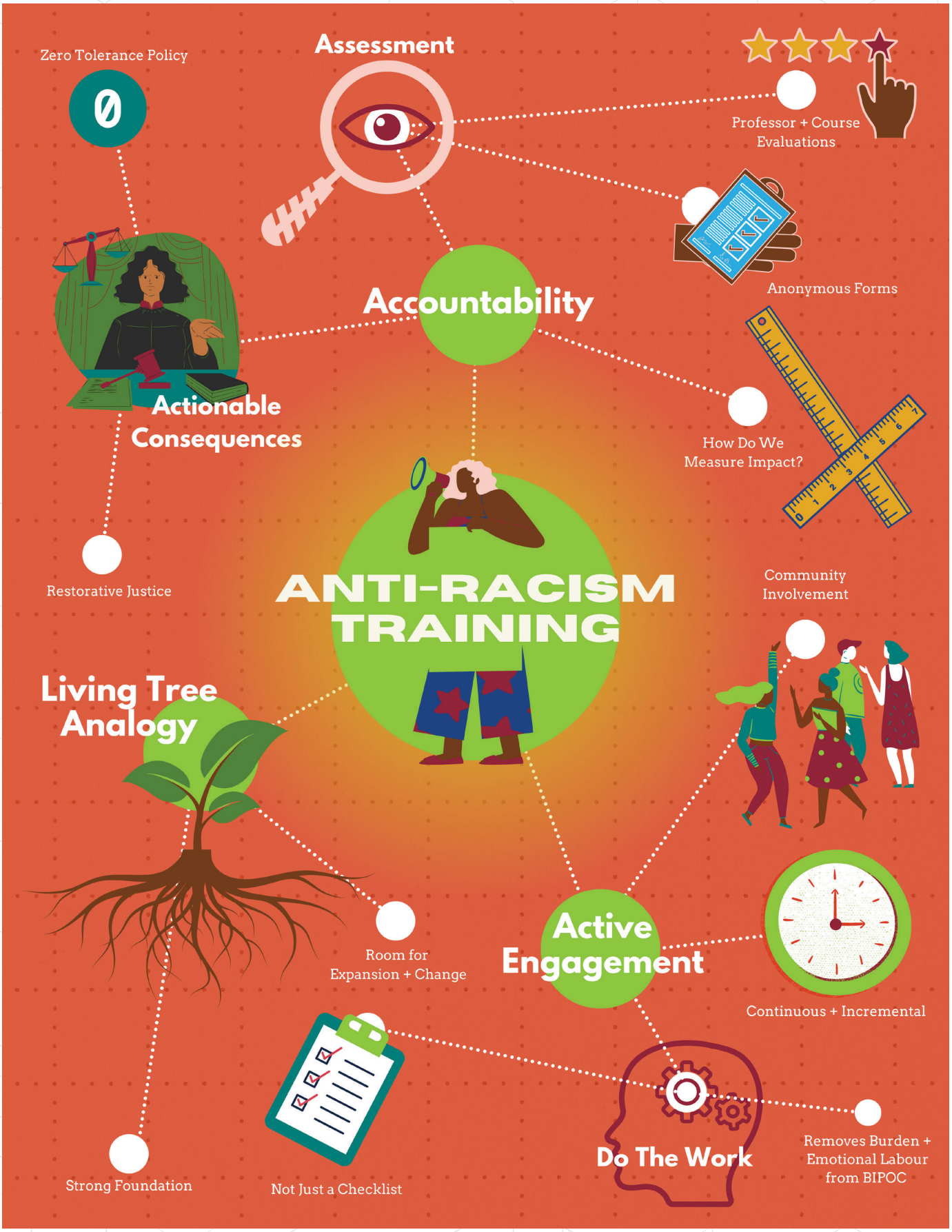
The Concordia community will be equipped with the tools and skills necessary to confront and address anti-Black racism. The prioritized, coordinated and concerted messaging to counter anti-Black racism will significantly contribute to an institutional culture that fosters inclusivity and belonging.

SUCCESS MEASURES:

- Comprehensive university-wide training strategy on anti-discrimination and anti-racism, including modules that specifically address anti-Black racism
- Toolkits and training modules that address specific institutional needs such as HR, hiring and career advancement practices, biases in pedagogy and curriculum, research ethics, etc.
- Accessibility of these resources to the various sectors across the university community

SUGGESTED ACTIONS:

- Develop and implement, in partnership with implicated units, university-wide training on systemic discrimination and racism which includes a specific chapter on anti-Black racism, with a view to making this training mandatory.
- Develop and implement a context-specific training module for HR and hiring managers focused on implicit biases in hiring and cultivating inclusive work environments, with a view to making this training mandatory.
- Develop and implement a context-specific training module for faculty focused on the systemic biases inherent in university curricular and pedagogical structures and mechanisms, with a view to making this training mandatory.
- Develop the capacity of faculty to address racial incidents as they arise in the classroom.
- Develop and implement a context-specific training module for Campus Security focused on de-escalation, anti-racism and equity, with a view to making this training mandatory.
- Develop and implement a context-specific training module for University Advancement focused on increasing capacity for multicultural fundraising and prioritizing diversity and inclusion among major gift donors, with a view to making this training mandatory.
- Ensure ongoing updates of accessible resources for faculty, staff and students on the progression of decolonial and anti-racist initiatives in the institution.
- Revise course evaluations to include the assessment of how diversity is addressed and incorporated into the curriculum and/or classroom.



Visual notes from Student Town Hall (February 10, 2022)
Credit: Renée Mathews



FUNDRAISING & COMMUNITY ENGAGEMENT

Building capacity in fundraising for Black-focused endeavours and fostering inclusive excellence requires a call to action and accountability on the part of the university. Traditional fundraising modes and models do not necessarily read as inclusive or welcoming to diverse or prospective donors; the reverse is equally true, i.e., those models do not necessarily encourage traditional donors to shift focus to issues of diversity, and more specifically to the priorities and needs of Black communities. A shift in orientation is therefore necessary in order to effectively appeal to and work with/for Black communities at different levels of giving. Through both major gift and community fundraising campaigns, strategies must evolve to align with priorities regarding Black communities, as defined by Concordia's senior leadership.

RECOMMENDATIONS:

- Build capacity in fundraising for Black-focused endeavours in both major donor and community campaigns.
- Remodel fundraising strategies to favour campaigns for Black-focused endeavours.

BENEFITS:

Successful fundraising campaigns focused on Black students and Black-centred endeavors will enhance the university's ability to support the thriving of Black Concordians and Black scholarship, as well as strengthen networks across generations of Black presence at the university. Effective and sustained support for Black students and Black-centred projects, programs and services provides an opportunity to redress historical inequities in our institution and represents a more equitable investment in the Concordia community as a whole.

SUCCESS MEASURES:

- Strategic 5-year plan for major gift and community fundraising campaigns for Black students and Black-centred endeavours, including training, clear priorities, yearly progress indicators and attainable deliverables
- Percentage increases in gifts from Black alumni and Black donors
- Increase in proposals destined for Concordia's Black community, developed and presented to major gift donors
- Funding for Black-focused curriculum development and for a Black student centre
- Increase in scholarships, awards and supports for Black Canadian and international students

SUGGESTED ACTIONS:

- Articulate clear expectations from university leadership around supporting EDI in fundraising policies and practices.
- Foster a culture change for fundraising that prioritizes diversity and inclusion for major gift and community campaigns.
- Develop and implement a 5-year fundraising strategy with annual progress reports prioritizing the following: a financial support strategy for local and international Black students; a Black student resource and success centre; Black-centred research; the development of Black Canadian Studies programs; and a public art project commemorating Black presence at Concordia, among others.
- Conduct periodic reviews of gift and award policies to uncover opportunities for greater inclusivity, particularly those destined towards international and part-time Black students.
- Build, expand and maintain relationships with Black alumni, locally, nationally and internationally, with particular attention to the Black Alumni Council and Network.

FOSTERING BLACK FLOURISHING

Black flourishing, a term borrowed from the Scarborough Charter, is fostered through the provision of optimal conditions and environments for advancement, a sense of belonging, ambitions and initiatives of Black community members, in their full intersectional complexities. This is accomplished by the removal of structural barriers to the Black community's growth. At Concordia, this implies that Black faculty, staff and students require a university environment that respects and fosters their human dignity, traditions of excellence and need for community; acknowledges the additional labour and emotional toll imposed upon them by institutional anti-Black racism; and engages actively in creating a context in which they can joyously fulfil their potential and contribute meaningfully to the university community.

STAFF: PROFESSIONAL THRIVING

Concordia needs to resolutely support an institutional culture in which the presence of Black professionals reflects the Black student population, as well as the demographics of the city of Montreal. It needs to be a culture in which Black professionals can thrive and contribute meaningfully as part of a diverse university workforce. This requires identifying and addressing barriers to the hiring, retention and career advancement of Black staff, accompanied by initiatives that support, acknowledge and accompany Black staff along their career pathways.

RECOMMENDATIONS:

- Increase numbers and visibility of Black staff, particularly in public-facing and management positions.
- Facilitate the retention, professional development and career advancement of Black staff.
- Maintain an environment in which Black staff can actualize their potential in serving the university.

BENEFITS:

When Black professionals thrive in the institution, they will contribute meaningfully to the workforce and thereby also contribute to the vibrancy of the Montreal Black community. They will benefit from professional and social recognition, which will bring them a greater sense of pride and belonging. In so doing, the university also participates in dismantling and repairing historical barriers based on racist exclusions.

SUCCESS MEASURES:

- Increased numbers of Black staff across sectors and at different levels of the university
- Qualitative feedback on job satisfaction and other evaluation mechanisms for Black employees
- The creation and implementation of structures for mentorship, professional development and psychologically safe spaces to speak

SUGGESTED ACTIONS:

- Develop and implement a 5-year plan on hiring, retention and advancement for Black staff, including addressing issues of underemployment.
- Identify and address systemic barriers to career advancement for Black staff.
- Provide support to new and current Black staff through onboarding and mentorship supports, professional development training, recognition and validation of transferable skills.
- Develop mechanisms to acknowledge service contributions by staff, i.e., mentorship of other Black colleagues, and development of specialized expertise regarding issues that concern Black Concordians.

FACULTY AND LIBRARIANS: PROFESSIONAL THRIVING

Research, teaching and learning develop and evolve in the context of community. In the interests of enriching the experiences of Black faculty and librarians and nurturing their contributions to Concordia's excellence, the university must invest — both morally and financially — in building a diverse and vibrant community of Black pedagogues, scholars and researchers. It is important to note that such diversity requires not only tenure-track hires to join the university, but also a range of new faculty, including senior scholars and academics with non-traditional paths to research and teaching.

There is an immediate and pressing urgency to proportionally increase the numbers of Black faculty at Concordia to better reflect the university's Black student and wider Montreal Black populations. Across subcommittee consultations, many Black students reported never encountering a Black professor over the entire course of their university experience. The university has thus far only completed two of the three tenure-track faculty searches centred on Black perspectives that it had committed to for the 2021-22 academic year. This must be accompanied by efforts to prepare — perhaps even educate — units to receive these new colleagues into productive and enriching environments. Supporting an institutional culture where Black faculty can flourish includes creating mechanisms to recognize the considerable unacknowledged labour performed by Black faculty, particularly pre-tenure.

RECOMMENDATIONS:

- Increase hires of Black faculty and librarians.
- Increase Black presence in leadership positions in research and academic sectors across the university.
- Maintain a supportive environment in departmental cultures in which Black faculty and librarians can actualize their potential while serving the university.

BENEFITS:

Efforts to support a healthy Black academic community will address the prevalent gaps in representation of Black academics in the university, build community and contribute to Black academic success in the institution. These efforts will also enrich and diversify the academic culture of the university, bring lived Black experiences to research, teaching and learning, and decentre prevailing Eurocentric perspectives.

SUGGESTED ACTIONS:

- Develop and implement a 5-year plan to increase the recruitment of self-identified Black faculty and librarians at Concordia in proportion to Montreal's Black population.
- Identify units that will propose curriculum focused on Black scholarship and/or communities in their next requests for tenure-track and part-time positions.
- In concert with the BPO and the Equity Office, develop clear onboarding and mentorship support services for Black faculty and librarians.
- Recognize and acknowledge the added labour (emotional and informal) of Black faculty and librarians through the development of performance review processes that document, evaluate and consider uncompensated work taken on in response to different manifestations of institutional racism.

SUCCESS MEASURES:

- Increased numbers of Black Canada Research Chairs (CRCs) and Concordia University Research Chairs (CURCs)
- Increased hires of tenure-track and senior Black faculty
- Hires of Black tenure-track librarians
- Black-specific curriculum development to target the hiring of Black faculty
- Qualitative feedback mechanisms for Black faculty and librarians on their experiences within units, as well as on their hiring, tenure and promotion processes
- Quantitative data collection on successful and unsuccessful applicants to Concordia, as well as on retention, tenure and promotion for Black faculty and librarians

> **"In my four years of being at Concordia, I've only ever actually had one [Black teacher] and that was just last semester. I think there is definitely a lack of diversity when it comes to faculty too.**
>
> *— Undergraduate Student*

STUDENTS: COMMUNITY THRIVING

University life beyond the classroom offers students opportunities to build community networks, as well as skills for life, the workforce and successful participation in our complex 21st-century society. While Black students at Concordia make meaningful and substantive contributions to the university community, they also face particular challenges both within and outside of the classroom related to latent racist attitudes among some of their peers, faculty and administrative staff, as well as the extra emotional strain of finding their place in the culture of the institution. For many, not seeing themselves represented in the institution at all levels makes the university experience alienating. The situation is particularly acute for international Black students who, in addition to being far from home, are alone in an often linguistically and culturally foreign environment. For these Black students, cultural associations have borne much of the burden of providing support and a sense of belonging. The recommendations below aim to address the need for supportive community resources where Black students feel valued, mentored and supported.

RECOMMENDATIONS:

- Develop and provide culturally relevant community supports and resources for Black students.
- Increase opportunities for Black students to build community and leadership skills and exercise their right to fully contribute to the university and broader communities.
- Provide specific supports for international Black students to build community anchors.
- Build and nurture relationships between Black students at Concordia and Montreal's Black communities.

BENEFITS:

The feeling that their needs are acknowledged and addressed by the institution will foster a sense of belonging for Black students. This sense of belonging will increase their sense of personal value, which will in turn augment their capacity to contribute effectively to their communities. The provision of relevant supports and resources will improve access for local and international Black students to services that are tailored to their needs and thereby contribute to their health, well-being and academic success.



Visual notes from Student Town Hall (February 10, 2022)
Credit: Renée Mathews

> **If students have issues, whether it deals with racism or being treated unfairly for whatever reason, and they see a Black presence that they can approach to discuss what issues they have, that would be a positive thing…**
>
> *— University Employee*

SUGGESTED ACTIONS:

- Create a Black-specific student resource and success centre as a high priority. The provision of services in the interim (mentorship, advocacy, bridge programs, etc.) will be developed and implemented by implicated departments in close collaboration with the BPO.
- Develop sustainable mentorship programs between Black students and peers, Black faculty, alumni and wider community members.
- Hire a career counsellor anchored in the Student Success Centre with access to both university- and community-based networks and with expertise in cultural competency to work with the Black student centre.
- Expand faculty or program-specific career development initiatives for Black students and communities.
- Increase funding and expand funding mechanisms for local and international Black students with respect to non-academic needs, i.e., needs-based bursaries, student initiatives/projects, etc.
- Develop and implement a support program for international students based in the broader Montreal community.
- Recognize that cultural clubs and associations have borne much of the responsibility for the support of Black students by providing financial and infrastructural assistance for Black-initiated and/or Black-centred cultural clubs and activities.



Photo: West Indian Society executive committee in Sir George Williams University yearbook (1958) Source: Concordia University Records Management and Archives

SUCCESS MEASURES:

- The establishment and resourcing of a Black student centre
- Qualitative evaluations of Black students' experiences
- Support frameworks specific to international Black students that connect them to the broader Montreal community
- Further development of networks and collaborations with Concordia's Black alumni



Photo: Gwen Lord, member of the women's basketball team in 1955. She became the first Black principal in the PSBGM (now the English Montreal School Board) in 1977. Source: Concordia University Records Management and Archives



Photo: Leadership committee of African Student Association (1974) Source: Concordia University Records Management and Archives

STUDENTS: ACADEMIC THRIVING

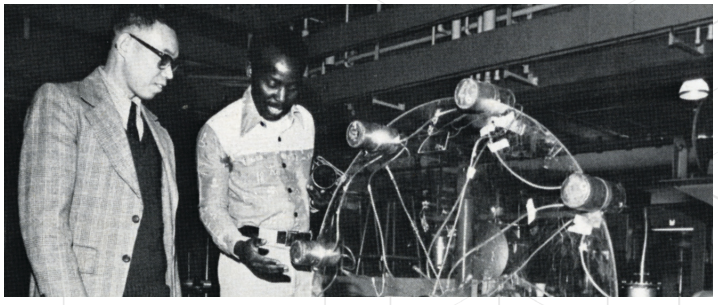
The legacy of exclusion and discouragement of Black students from higher education in general and particularly from various academic disciplines, including STEM, business and several fields in the humanities, is evident in the underrepresentation of Black students in both undergraduate and graduate programs. Investing in the flourishing of Black students in academic life at Concordia improves the academic outcomes for Black students and redresses historical inequities regarding access to and the successful completion of a university education. Providing a strategy to support Black students through recruitment, enrolment, a program of study, research and academic life entails developing resources, support mechanisms and processes that prioritize access and accompaniment, and improve the experiences and outcomes for Black students.

RECOMMENDATIONS:

- Develop resources and implement strategies to support every Black student's recruitment, enrolment, program of study, research and academic life.
- Develop mechanisms to support access for Black students particularly to STEM, business, health and humanities disciplines in which they are underrepresented.
- Facilitate the progression of Black students from undergraduate to graduate programs of study.

BENEFITS:

Resources and supports for Black students across the totality of the academic cycle will result in improved accessibility to higher education and better success and graduation rates for Black students. Importantly, they will broaden the range of disciplines from which Black students graduate, thereby also contributing to the invigoration of Black communities. The flourishing of Black students in academic life at Concordia will enrich and diversify notions of academic success amongst all students and the Concordia community at large.



SUCCESS MEASURES:

- Data collection on recruitment, admission, enrolment, retention, programs of study and graduation of Black undergraduate and graduate students
- Increased numbers of Black students, including those with non-traditional pathways into university
- Bridge programs developed and resourced, with related enrolment numbers
- Increased financial support opportunities designated for Black students

SUGGESTED ACTIONS:

- Develop a comprehensive strategy for academic awards and scholarships that supports national and international Black undergraduate and graduate students throughout their academic journey, from recruitment to graduation.
- Increase recruitment, enrolment and graduation rates of undergraduate and graduate students, both local and international, who self-identify as Black.
- Assess recruitment, enrolment and graduation barriers, with special attention to disciplines where Black student numbers are low (STEM, health, business and certain disciplines in the humanities, as evidenced through Task Force consultations).
- Expand the BPO pilot bridge program for first-generation university students. Develop and implement further bridge programs to support Black student enrolment via non-traditional pathways and/or in specific disciplines.
- Solicit current Black students from specific disciplines to participate in recruitment drives for student admissions in areas with larger Black communities; compensate the students for their participation.
- Facilitate support networks and research synergies through ongoing peer and faculty mentorships, and opportunities and activities that nurture a Black graduate research culture.
- Hire at least one dedicated Black student advisor to work through the Black student centre in tandem with student support services across the university.

Photo: Engineering student in Concordia University yearbook (1979) Source: Concordia University Records Management and Archives

SAFETY ON CAMPUS

The phenomenon of racial profiling has come to dominate the conversation between Black communities and police services. The history of practicing racism in surveillance and policing in Quebec and Montreal, evidenced by various commissioned enquiries over the years,[2,6] shapes the reality and experience of Black community members, including those at Concordia. Relationships between Montreal's municipal police force, the Service de police de la ville de Montréal (SPVM), and Black communities are fraught with incidents and accusations of surveillance and racial profiling. This has meant that Black Concordians, particularly students, are suspicious and uneasy with respect to policing services, including the university's own campus security. Recognizing that the notion of safety is a broader issue than security only, we have chosen to look beyond campus security services in their strictest function and consider safety in all its intersectional complexities — financial, emotional, mental, gender, immigration status, etc. Safety on campus therefore requires a collaborative, community-based approach that engages campus security services as a partner in fostering community, rather than policing.

RECOMMENDATIONS:

- Develop and implement a strategy that engages a range of units and services in the collaborative treatment of, and responses to, issues of safety for Black and, ultimately, all Concordians.
- Foster a sense of community rather than policing for campus security services and agents at Concordia.
- Provide training for Campus Security and other units to build long-lasting, positive and supportive relationships with Black Concordians.

BENEFITS:

The creation of a campus environment that is inclusive and safe for Black Concordians will not duplicate, and will therefore counter, the hyper-surveillance and confrontation experienced with municipal police services. This will also nurture a sense of belonging for Black Concordians and contribute to their success in the institution. Significantly, a more comprehensive understanding of safety will encourage crisis situations to be treated with more specificity and with the right combination of services, rather than uniquely as issues of security.

SUCCESS MEASURES:

- Multi-pronged strategy to address campus safety
- Training programs specific to Campus Security
- Data collection on the nature and number of racially relevant incidents and/or complaints made to or about Campus Security, including related to racial profiling
- Transparent protocols on how Campus Security handles racially motivated incidents
- Explicit protocols regarding the respective jurisdiction of Concordia's campus security services and the municipal police services

SUGGESTED ACTIONS:

- Scenario-based training for campus security personnel using techniques that favour de-escalation, anti-racism and equity, and that consider issues of mental health.
- Rename "Campus Security" to a title that fosters a sense of community rather than policing.
- Collaborate with different stakeholders (e.g., student leaders, Dean of Students, SPVM, Mental Health, Student Housing, etc.) to develop and implement an effective crisis response model for Concordia's campus security services.
- Develop capacity for and implement mobile mental health interventions through direct collaboration between mental health professionals and the Campus Security department.



MENTAL HEALTH & WELL-BEING

Healthy students, faculty, and staff thrive in safe, compassionate and hospitable environments. The tragic events of the summer of 2020, which transformed us all, brought to light the specific challenges faced by Black people in the United States primarily, but by no means exclusively. Canada shares several uncomfortable similarities regarding racism towards its Black communities, and these are expressed in the intersectional stresses of violence, economic and health precarities, inequitable access to education, jobs and services, etc. It is essential that Concordia take an equity-centred approach to the provision of mental health resources to Black communities at the university, i.e., consider that equal access to those services does not necessarily mean informed and appropriate treatment of their specific concerns. There is a stark need for mental and emotional health resources and services that are specifically attuned to the needs and experiences of Black and African diaspora faculty, staff and students.

RECOMMENDATIONS:

- Recognize the significance of anti-Black racism and systemic discrimination as social determinants of mental and physical health inequities among Black Concordians.
- Ensure availability of, and access to, culturally relevant mental health resources and services.

BENEFITS:

Investing in Black Concordians' emotional health, empowerment and ability to deal with internal and external stressors is a way of making resources available that have been historically withheld due to systemic inequity. This investment is also a significant contribution to success in Black communities, both within and beyond Concordia.

SUCCESS MEASURES:

- Augmented numbers of therapists available to Black Concordians; these therapists are trained in culturally relevant services and are qualified to address issues pertinent to Black people
- Augmented numbers of Black mental health support workers
- Qualitative evaluation by Black faculty, staff and students of access to and quality of mental health services and resources

SUGGESTED ACTIONS:

- Develop and offer culturally relevant mental health services and resources, both university- and community-based, for Black faculty, staff and students. As necessary, create and develop partnerships with external Black mental wellness providers.
- Increase hiring of Black counsellors and hire therapists who have been trained to provide culturally relevant services to students and are qualified to address issues pertinent to Black people.
- Ensure that external health service providers destined to faculty and staff can provide culturally relevant mental health supports to Black employees of the university and can address issues pertinent to Black people.
- Develop policies and guidelines regarding mental health crisis management and academic accommodations supportive of Black students.

SUPPORTING BLACK KNOWLEDGES

The historical foundations of our society and, consequently, of our institution are anchored in a colonial past that has had catastrophic consequences on global Black communities and on the value ascribed to their epistemologies. The societal exclusion of Black peoples and their experiences has meant the consequent exclusion from university curricula of their contributions to knowledge and its production. Deliberately countering this historical reality and recognizing Black knowledges as an asset requires direct actions that acknowledge and promote the value of Black experiences and their contributions to society. Supporting the plurality of Black knowledges is anchored in the recognition and integration of Black intellectual traditions within curriculum and research. Supporting the plurality of Black knowledge-makers is sustained by investing in the development, transfer, access to and preservation of multidisciplinary knowledges by Black scholars and communities. These recommendations are anchored in the need for an expanded experience of Black knowledges, knowledge-makers and knowledge disseminators throughout research, scholarship and curriculum across the university community.

> **“So my entire life experience, the way I see myself, the way in terms of who I teach and what I bring to the classroom, is from [a Black] perspective”**
>
> *— Contract Lecturer*

PROGRAMS IN BLACK AND AFRICAN DIASPORA STUDIES IN THE CANADIAN CONTEXT

The first calls for the creation of Black Studies programs at Concordia date back some 50 years, both before and after the Sir George Williams protests in 1969. Notably, an informal organization by Black Concordians saw the first Canadian university accredited course on Black Women's Studies taught at the Simone de Beauvoir Institute in 1983. Despite several attempts, the most recent championed by Black and non-Black students and faculty in 2018, the university has not heeded these calls. There is limited scholarship at Concordia that focuses specifically on the Black Canadian experience or on issues that are pertinent for Black communities. In responding to this curricular gap, Concordia also has an important opportunity — and an obligation — to demonstrate a willingness to broaden the university's course offerings. The emergence of Black Studies programs across several Canadian universities over the past two years also suggests that if Concordia hopes to remain competitive among its sister institutions, it must actively prioritize the creation of certificate, minor and major programs in Black Canadian and African diaspora studies (for convenience, referred to as Black Canadian Studies programs in this document) at both the undergraduate and graduate levels.

RECOMMENDATIONS:

- Broaden and diversify university curriculum to better address and reflect the growing complexities of work and global citizenship and to include critical thinking on racialization, racism and anti-racism.
- Create inter- and transdisciplinary programs that ground students in the specific epistemological, ontological and pedagogical approaches that attend to Black-specific content, value Black experience and knowledge and decentre Eurocentrism.
- Create an administrative structure and gathering place for Black knowledge production and knowledge-makers at Concordia.
- Ensure that Black voices and lived experiences are integral to scholarship and curricula on Black peoples.
- Encourage hands-on research that targets the needs and priorities of Black communities.

BENEFITS:

Black Canadian Studies programs and research will provide the keystone for the contribution of Black knowledges and scholarship to the global decolonial project. These programs will also provide a locus for the collaborative energies instigating faculty hires, curriculum development, research funding, recruitment and fundraising campaigns. Inclusive learning and knowledge production that is existentially rooted in equity and social justice will emerge from the active engagement these programs generate with Black communities.

SUCCESS MEASURES:

- Increases in the number of courses in Black Canadian Studies offered at both undergraduate and graduate levels
- The formal launch of programs in Black Canadian Studies
- The availability and addition of faculty dedicated to Black Canadian Studies
- Enrolment in courses, both undergraduate and graduate

SUGGESTED ACTIONS:

- Create a full range of Black Canadian Studies programs, starting with certificate, micro- and diploma programs and graduate courses, ultimately leading to the creation of an undergraduate minor and major and graduate programs.
- Provide financial, administrative and physical resources to create a centralized space for Black Canadian Studies programs that guarantees a degree of autonomy in their management and evolution.
- Hire a curriculum advisor/coordinator for the development of the Black Canadian Studies programs.

RESEARCH AND SCHOLARSHIP

Black research contributions are often minimized and undervalued. This effectively maintains Eurocentric research as the status quo and perpetuates the impression that Black researchers, and particularly Black-centred research, are insufficiently rigorous and have no specific relevance to broader fields of academic study. Part of addressing historical inequities is to invest in resources and platforms that support the work of Black researchers in their respective fields and ultimately broaden the perspectives through which we teach and learn about the world. Further redressing of inequities lies in the need for issues of specific concern to Black communities to be studied and elaborated by Black researchers and scholars. To borrow a phrase from disability activism, "nothing about us without us" speaks to the urgent ethical, epistemological and methodological need to support Black research and scholarship on Black-focused issues.

RECOMMENDATIONS:

- Promote the value and visibility of Black research contributions.
- Create a context in which we engage top-level specialized Black scholars who will bring their lived and research experiences into the institution, significantly diversifying and contributing to Concordia's research profile, as well as fostering inclusive excellence at the university.
- Enhance Black academic leadership through research positions and funding.

BENEFITS:

With research anchored in Black experiences and perspectives, the university gains a broadened notion of academic knowledge, thereby decentring Eurocentric legacies. In addition, Black-anchored knowledges that focus on Black communities contribute to the development and invigoration of those communities, as well as to stronger relationships between Concordia and Black scholarly, professional and social networks, locally and internationally.

SUCCESS MEASURES:

- Augmented numbers and increased visibility of Black research and researchers, including Research Chairs
- Increased funding and funding sources destined for Black researchers and Black community-focused research
- Increased numbers of Black graduate students and post-doctoral fellows

SUGGESTED ACTIONS:

- Promote Black perspectives and Black-focused research through the creation of CRCs, CURCs, endowed chairs, visiting scholar programs and post-doctoral fellowships.
- Develop and implement mechanisms to improve access to and visibility of Black-led and Black-centred research.
- Promote Black-led and Black-centred research from Concordians, national and international Black scholars, visiting guest speakers and artists in collaboration with one or more academic units.
- Foster Black community-centred research collaborations by developing an ethical framework and guidelines for engaging and doing research with Black communities.
- Develop and implement a framework to establish inter-university partnerships around Black-centred research between Concordia and universities outside of Canada.



NEWS

South African students check out Quebec's student press

BY CHOKEY TSERING

Most student newspapers don't send correspondents around the world but this winter several South African students are here sharing their experiences with Quebec students.

Four members of the South African Student Press Union (SASPU), on a six-week tour of Quebec this winter, say they also hope to return to South Africa with a sense of how student papers in Canada operate.

Visitor Zach Motloi said newspapers in South Africa work under very different conditions.

"Canadian newspapers definitely have more privileges," Motloi said. "We only have one issue a month and we're trying to get more money from the Student Representative Council."

The student press union has only recently begun addressing discrimination in South Africa, he said.

"SASPU used to be a whites-only organization. When it was launched in 1976 it served as an alternative newspaper. It was only after 1989 that blacks were allowed to join the paper and it became the SASPU Nation," he said. "And only recently have we been able to enter the international scene."

Martina Della Togna, the student union's national officer said she hopes Canadian university papers can serve as a model of how to effect change in South Africa.

"We've been isolated for so long," said Togna. "It's important for us to learn how things work in the first world, like your training methods, computer modem system and what issues you're taking up," said Martina Della Togna. "Canadian newspapers have more resources."

Togna said press censorship in South Africa has been letting up over the past three years but there is yet to be official freedom of speech in the country.

SASPU hopes to change that by pushing the "basic principles of non-racism, democracy and non-sexism," she added.

"We challenge students to be critical. We also maintain a non-partisan stance to keep ourselves as objective as possible," said Togna.

One of the main obstacles SASPU has encountered is the widespread illiteracy in the country. Togna said 60 per cent of the population is illiterate which means many people rely on radio for their news.

But the South African Broadcasting Corporation is controlled by the government, she said.

Nishendra Moodley and Zach Motloi are in Quebec to meet student journalists.

PHOTO BY KATE KING

"What we would like to see happen is the South African Broadcasting Corporation be given back to the people and no longer state-controlled. They are not reporting issues of interest to the people," said Togna.

SASPU's tour is part of a student exchange sponsored by the Centre d'Information et de documentation sur le Mozambique et l'Afrique Australe (CIDMAA) and Presse Etudiante Quebec (PEQ). PEQ delegates will be visiting South Africa in June.

"Part of our role is to encourage development in this field," said Benoit Leblanc, a PEQ organizer.

Stephan Corriveau, of CIDMAA, agreed.

"Students are part of a minority and they have an important role in South Africa. The ones with formal education can act as trainers in their community," said Corriveau. "Students can also work towards strengthening community education and supporting students who are sensitized to the needs of their community."

Lots of talk, little action to begin black studies courses at Concordia

BY BRADY LEDDY

Students and professors at Concordia agree there is a need for a black studies programme at the university but it doesn't look like there'll be one anytime soon.

Clarence Bayne, academic director of the graduate diploma program in institutional administration at Concordia, said professors should make students more aware of the contributions of blacks.

"(People) generally assume that programme.

Kelly Coppin, of the Caribbean Students' Union, said she'd like to see black studies courses offered at Concordia but they may be hard to get off the ground.

"We're fighting to validate the necessity for our history to be told," said Coppin. "Getting a course would help—it's a starting point.

"If you had started (with black history) at elementary or high school" there would be less resistance to starting a programme, she by making everyone knowledgeable (about black history and culture)," said Kelly.

One of the sticking points of starting a black history course is whether the professor should be black.

But Edward Kissi, of the African Students' Association said this "smacks of racism."

Professor Bayne agreed.

"You don't have to be Russian to understand Marxism," he said.

So long as the professor has a

CUSA Briefs

Judge throws out election case

The 1992-93 election scandal has finally been laid to rest.

A judge ruled yesterday that an effort by current co-presidential candidates Lana Grimes and Philip Dalton to challenge the results of the last election had been launched too late. Co-presidents Charlene Nero and Phil Toone were the defendants.

Dalton and Grimes maintained that the results of the election had been tampered with.

The judge said the "quo warranto" should have been started within thirty days of the election.

Directors reject CUSAcorp VP

CUSA's board of directors meeting was on then off then on again Thursday night. Several directors and chairperson Mike Ryan did

Article on Black Studies in The Link (February 5, 1993, p.3)
Source: Concordia University Records Management and Archives

BLACK KNOWLEDGE RESOURCES AND SOURCES

A significant obstacle to the advancement of Black scholarship at Concordia is the dispersion and isolation of Black faculty and students, which fundamentally limits the research, teaching and learning synergies that produce knowledge, render it accessible and, necessarily, continually challenge its boundaries. The focus here is to address the advancement of Black knowledge production, preservation and dissemination through the creation of communities of practice and to ensure that Black knowledges contribute to the fundamental knowledge capital of the university. Concordia has the opportunity to connect instructional design, library resources, archives and diverse forms of knowledge and scholarship focused on Black perspectives and rooted in Black knowledge production, and to render this material accessible to faculty, students and the greater Concordia and Montreal communities.

RECOMMENDATIONS:

- Develop a Black Knowledges Hub anchored in the Concordia Library that includes resources for Black Canadian Studies programs and Black perspectives in curricula, as well as Black community archives.
- Create pathways to support and promote the integration of Black perspectives, knowledges and scholarship into curricula across the university, wherever possible.
- Create an autonomous entity with an administrative structure and gathering place for Black knowledge production and knowledge-makers at Concordia.

BENEFITS:

The Black Knowledges Hub and a gathering place for Black Knowledges will generate communities of practice and scholarship that are generative of further knowledge creation and encourage inter- and transdisciplinary research synergies amongst Black faculty, graduate students and Montreal's Black communities. Concordia will also offer an important example to other institutions regarding the integration of and accessibility to Black community-produced knowledges among its scholarly sources.

SUCCESS MEASURES:

- Increased use of the Black Knowledges Hub and reference to it in all Concordia knowledge centres
- Further collaborations between the Instructional Designer in Inclusive Pedagogies, subject librarians and teaching faculty to integrate Black perspectives
- Library hires dedicated to the Black Knowledges Hub
- Funding availability for a physical and administrative unit supporting Black knowledges

SUGGESTED ACTIONS:

- Hire an instructional designer specialized in Black scholarship to develop best practices for the integration/inclusion of Black perspectives in teaching and learning.
- Develop pilot projects to explore best practices for the integration/inclusion of Black perspectives into curriculum.
- Provide support to professors for the integration of Black perspectives in the form of teaching grants and research assistant funding; recognize this work as part of their research or service obligations.
- Establish and resource a Black Knowledges Hub in the Concordia Library to ensure the advancement of Black scholarly and community-based knowledge production, preservation and dissemination.



/ednesday, February 4, 1970 the georgian / 3

Speakers discuss Black Studies

Anne McLean

Two black academics came to Sir George last Friday, both to talk about Black Studies and the Black Revolution. One was a bearded young sociology professor from Howard University, and the otheran eminent historian.

Both were given a hard time by customs officials at the airport, on their arrival in Montreal.

"They searched my suitcase for questionable reading matter and found some kind of subversive weapon."

Professor Hare dismissed this experience as just another indication of the institutionally-approved racism which exists "inall societies."

Despite the Canadian government's recent affirmations of its refusal to tolerate racial prejudice in any form, Hare stated, "if you arrive up here bearing the symbols that the officials have learned to associate with militancy, they will do their best to try and keep you out."

He said that he had seen the same social conditions among Balcks in Canada as exist in other parts of the world.

"The social conditions of Black people ultimately demand that they rebel. They can no longer allow the institutions of the society to teach people to adjust to a society which is itself maladjusted.

"Both blacks and whites are seriously in need of a scholarship which is not immoral, which will help them solve the problems of pollution, alienation, the urban situation, and the other crucial questions which the present social structure is unable and unwilling toconfront.

"After the summer of 1966, Black kids went back to school as part of a new movement — Black Power.

"At that time we began to feel the need to develop an educational program which would be relevant to our problems. What came outof it was Black Studies.

He divided present Black studies programs into three categories.

The first he called "Status Quo" or "Negro" studies, such as are currently being taught at some southern colleges. These, he said, usually entail having Black professors teach instead of whites.

The second he placed in the category of Cultural Nationalism or "Afro-American studies". This deals with Black history, poetry, art, etc.

The third type of program, the one that teaches revolutionary nationalism, Hare said, is Black in the ideal sense.

"The content of Black Studies is necessarily ideological, just as the teaching at universities is always ideological, but oriented in agreement with the status quo rather than against it."

Professor Hare was followed by Dr. C.L.R. James, who was held up for so long at the airport that he nearly failed to appear at SGWU at all.

Described as one of the world's foremost Black historians, Dr. James is a slight, whitehaired man who lacks nearly all the the things which airport officials might construe as "symbols of militancy."

He told the audience, to round applause from many people, that "Black studies is what it is because white studies is so bad."

Article on Black Studies in The Georgian Vol. 33 No.25 (February 4, 1970, p.3) Source: Concordia University Records Management and Archives, Sir George Williams University Collection

ENCOURAGING MUTUALITY

Mutuality is encouraged through concerted efforts to foster mutually beneficial collaborations, the circulation of resources and reciprocal knowledge exchanges. Mutuality also acknowledges the multiple social relations in which the university is embedded, that are produced within and outside of it and for which they are accountable. With respect to Black communities both inside and outside of the university, Concordia must ensure ethical and responsible relations that actively contribute to the development of these communities.

INTER-UNIT COLLABORATION

The implementation of the recommendations depends on moving away from siloed problem-solving methods and adopting a transversal collaboration model rooted in principles of anti-oppression. Concordia is in and of itself an ecosystem of social and institutional relations. The Task Force's mandate to combat anti-Black racism across the university not only necessarily impacts the entire community, it also requires the involvement of all Concordians and institutional structures if the university is to satisfy its ambitions for an environment that fosters responsible social relations, particularly with respect to Black communities.

RECOMMENDATIONS:

- Design a path forward that provokes active synergies among academic and administrative units to build upon and share their EDI reporting and accountability practices as they relate to the recommendations.
- Ensure a transversal, multi-pronged and inter-unit collaborative approach is used for dealing with anti-Black racism.
- Anchor resources and supports developed for Black Concordians in transversal collaboration across appropriate units and services.

BENEFITS:

This approach engages all units and stakeholders in the mutual responsibility and accountability of the ecosystem and contributes to breaking the silos that often characterize institutions. Correspondingly, it also enhances transparency and trust, demonstrating tangible cooperative actions to counter anti-Black racism and ameliorate the experiences of Black Concordians.

SUCCESS MEASURES:

- An increased number of cross-sectional meetings, encounters and projects related to the implementation of the recommendations
- Clearly articulated priorities and/or projects resulting from the recommendations that are commonly defined across several units
- Creation of guidelines or frameworks for cross-unit engagement with respect to implementation of the recommendations

SUGGESTED ACTIONS:

- Encourage cooperation among academic and administrative units to build upon and share experiences regarding EDI reporting, accountability mechanisms and lessons learned.
- Facilitate access to and use of the records, data and material produced during the two years of the Task Force to continue the collaborative efforts it triggered. The information is to serve as baseline qualitative data regarding the current state of anti-Black racism in the institution.
- Ensure that the leadership of the recommendation implementation process is adequately resourced and remains anchored in Concordia's Black community, with the Special Advisor to the Provost on Black Integration and Knowledges, the BPO, and the Caucus of Black Concordians acting together as a consulting body.

COMMUNITY ENGAGEMENT AND OUTREACH

Going the extra mile for members of our community is a call to action expressed in Concordia's list of strategic directions.[59] Building strong, meaningful, responsive and mutually beneficial relationships with Black communities across Concordia, Montreal, and higher education institutions in Quebec and Canada aligns with Concordia's strategic initiatives to grow as an institution and recognize that the university cannot address anti-Black racism in isolation from the broader contexts in which Black communities evolve. The recommendations below offer a guide to staying rooted in ethical and meaningful relationships across experiential learning, community outreach, research and more.

RECOMMENDATIONS:

- Nurture strong, meaningful, responsive, and mutually beneficial relationships with Black communities across Concordia, Montreal and beyond.
- Develop relationships of collaboration and support with Black communities in higher education institutions in Quebec, Canada and beyond.
- Actively pursue Concordia's strategic commitment to high-impact public engagement in its ongoing relationships and outreach with Black communities.

BENEFITS:

The relationship between Black communities of Concordia and beyond will develop into a partnership with the university leading to mutual gain through educational resources, experiential learning, knowledge mobilization, research partnerships, community and career pathways and more. In addition, Concordia will be fulfilling its role as an agent of social and civic responsibility in Montreal.

SUCCESS MEASURES:

- Augmented and recurring Black community-based, academic and professional knowledge mobilization events (conferences, workshops, professional meetings, etc.)
- Ethical guidelines for community engagement and research with Black communities
- Resources for ongoing recognition and visibility of local and international Black scholars and community leaders
- Active involvement of and consultation with local and international Black alumni regarding opportunities for and mentoring of Black students

SUGGESTED ACTIONS:

- Invest in resources to support collaboration, outreach and relationship-building with Montreal's Black communities.
- Develop and implement opportunities to promote Concordia resources such as funding, space, services, experiential learning opportunities, etc., to Black community members and organizations for networking and events.
- Build a community of collaboration and consultation with other universities in Montreal and Quebec (particularly the four Montreal institutions) on initiatives against anti-Black racism.
- Develop and implement concrete guidelines for ethical and accountable community engagement with Montreal's Black communities and Black community institutions.
- Identify the Black organizations Concordians are already involved with, the nature of those collaborations and, in dialogue with those organizations, assess their successes and failures. Renew and/or develop further partnerships informed by these assessments.

Photo: Members of the Anti-Apartheid Movement of Concordia University (1993) Source: Concordia University Records Management and Archives



CONCLUSION

Concordia is situated in the city that boasts the second largest (and still growing) Black population in Canada. It has a well-established and multi-layered relationship with Montreal's Black communities, and the futures of both are forcibly intertwined. As an institution of higher learning ranked among Canada's best, Concordia also has a responsibility, and a significant opportunity, to be a role model among its peers in dismantling the legacies of colonialism and white supremacy in education, addressing its own history, and setting a standard for inclusive excellence. In solidarity and alignment with the commitments the university has already made to its Indigenous community, this report is a call to action to Concordia's leadership to fully embrace the work needed to meet its goals of equity and social justice for all Concordians.

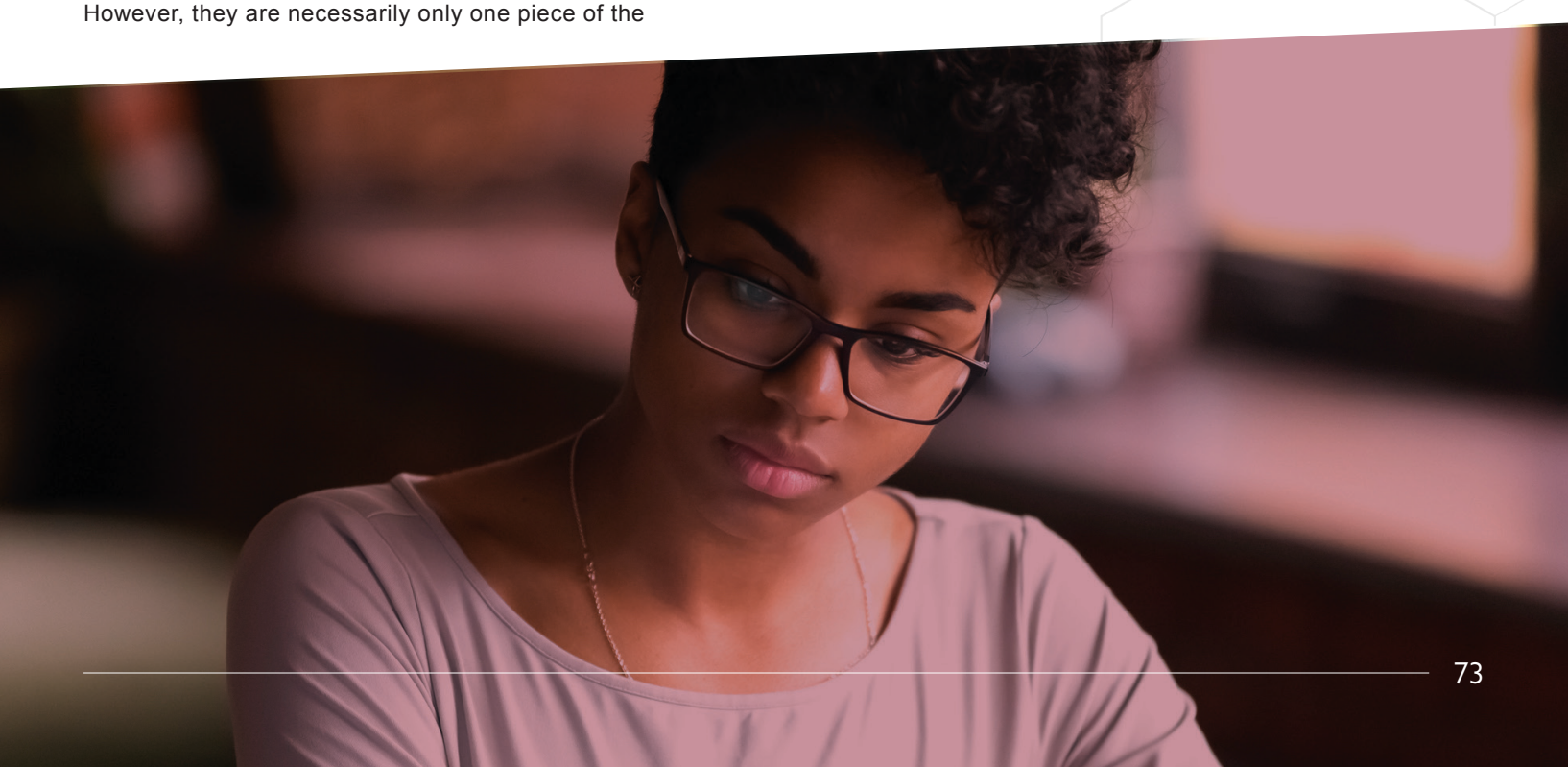
This requires the careful and committed transformation of systems, structures, spaces and practices, from large to small, collective to individual. The DNA of an institution is its continuous reproduction in its own image — Concordia is no exception. The work to come must be deliberate and ongoing. It requires courage — at all levels. Stewardship may be provided by the President and Provost, but the ultimate responsibility lies with each individual member of the Concordia community. Allies must demonstrate the bravery to admit not knowing, the courage to ask, the humility to listen and the conviction to act. Author Ibram X. Kendi[60] reminds us that it is not enough to not be racist; the institution and its community members must be anti-racist, examining how racism manifests in our personal and everyday engagements with each other, in our curriculum, in our structures, in our policies.

The Task Force recommendations are a place to start. However, they are necessarily only one piece of the university's ongoing decolonial project and they must be seen as adaptive, iterative and evolving. As the process of implementation across university structures advances, the recommendations will need to be revisited, goals reformulated, targets reset. The voices of Black Concordians must guide this revisiting, but the work of doing must not be ours. Accountability sits with others. As written in the Scarborough Charter[10]:

Accountability involves a commitment both to ongoing education — including self-education — and courageous actions built on deeply consultative processes. Accountability includes acknowledging, respecting, and acting responsively in the face of Black life, in its full complexity and intersectionality.

In order to successfully engage the entire Concordia community and build on relationships of trust and confidence, the transparency of this exercise is essential. The 2021 Congress Advisory Committee on Equity, Diversity, Inclusion, and Decolonization of the Federation for the Humanities and Social Sciences was explicit that institutions will need to make clear what is desired and aspired to, what actions they will take, and how they will react in response to racism in any form from here on out.[61]

Some areas addressed in the recommendations are already in the starting blocks and will provide the necessary momentum for upcoming measures and initiatives. However, they all demand a demonstrated commitment of financial, human and logistical resources if they are to be brought to fruition. The Task Force encourages university leadership to be daring and tenacious: endorse the recommendations, commit resources and invest in Black flourishing, for the enrichment of our university and beyond.



“IT ALWAYS SEEMS IMPOSSIBLE UNTIL IT’S DONE.”

Nelson Mandela

SUGGESTED ACTIONS WITH PROPOSED RESPONSIBLE(S), STATUS/PRIORITY LEVEL AND REQUIREMENTS

LEGEND:

STATUS/PRIORITY LEVEL
Underway
High Priority
Medium Priority

REQUIREMENTS
Stakeholder mobilization
Resources to be assessed
Further development

DRIVING INSTITUTIONAL CHANGE

PUBLIC RECOGNITION AND COMMEMORATION

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Extend a formal and public apology to Concordia's Black community for the university's handling of the 1969 student protests and the subsequent impacts on the students involved.	President/Provost	STAKEHOLDER MOBILIZATION
Create a permanent exhibition, multimedia installation and commemorative website on the 1969 events that serve as both tribute and spaces for teaching and learning about this event.	Provost/Vice-President, Services and Sustainability (VPSS)/Chief Communications Officer (CCO)	RESOURCES TO BE ASSESSED
Install a commemorative plaque at the Henry F. Hall Building.	Provost/VPSS	RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Recognize some of the original student protesters (some of whom are still alive) through public speaker events, honorary doctorates, etc.	President/Provost	STAKEHOLDER MOBILIZATION
Rename the D.B. Clarke Theatre, which was originally named after the SGWU acting principal and vice-chancellor in 1968-69.	President/VPSS/Vice-President (VP) Advancement	FURTHER DEVELOPMENT
Create a public art project designed to commemorate the events of 1969, with the unveiling scheduled during Concordia's 50th anniversary celebrations in 2024.	Provost/University Librarian/VPSS/ VP Advancement	RESOURCES TO BE ASSESSED
Establish financial aid (e.g., scholarships, bursaries, special prizes and awards) for Black students.	VP Advancement/ Associate Vice-Provost, Enrolment and Student Experience (AVPESE) Dean SGS	RESOURCES TO BE ASSESSED

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Recognize and celebrate the accomplishments of members of Montreal's Black community by granting awards and honorary doctorates. (What universities honour is a reflection of what — and who — they prioritize.)	For awards: VP Advancement/ AVPESE For doctorates: President/Honorary Doctorate Committee	RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Undertake and resource a research project on Concordia's colonial past and relations with Black communities.	President/Provost	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

GOVERNANCE, POLICIES, AND PROCEDURES

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Establish and resource an implementation project team to track the implementation phase and an advisory committee to provide regular feedback.	Provost	RESOURCES TO BE ASSESSED
Extend the position of Special Advisor to the Provost, Black Integration and Knowledges, for a minimum of 3 – 5 years, to be reviewed as required.	Provost	RESOURCES TO BE ASSESSED
Develop and implement a university-wide anti-racism strategy informed by the recommendations presented in this report.	Deputy Provost and Vice-Provost Faculty Development and Inclusion (DPVPFDI)/Associate Vice-President Human Resources (AVPHR)	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT
Develop additional protocols with increased transparency and accessibility around racially motivated incidents on campus.	DPVPFDI/AVPHR/Secretary General	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and make available consultable resources for all levels of administration on anti-racism and the systemic discrimination embedded in institutional structures and pedagogies.	DPVPFDI/AVPHR/ Vice-Provost, Innovation in Teaching and Learning (VPITL)	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Apply an anti-discrimination, anti-racism and EDI lens to all existing and future policy developed at Concordia.	DPVPFDI/AVPHR/ Secretary General	**RESOURCES TO BE ASSESSED**
Make explicit the governance structures around equity and anti-racism, including the title of the executive leader responsible for these portfolios.	Provost	**STAKEHOLDER MOBILIZATION**
Establish diversification strategies and targets for all governing bodies, including the modification of recruitment and appointment processes as required, and communicate efforts to the Concordia community.	President/Provost/Vice-Presidents/Academic Deans	**STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT**
Review the hiring processes specific to leadership positions and solicit the services of executive search firms that specialize in diversity hiring.	For Vice-Presidents and Deans: President/Secretary General/ Provost For non-academic Associate Vice-Presidents: Sector Vice-Presidents/AVPHR	**STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT**

DATA STRATEGY

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and implement university-wide strategies and guidelines for disaggregated race-based data collection, usage and dissemination.	DPVPFDI/AVPHR/Associate Vice-President Integrated Planning (AVPIP)	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Cross-reference the existing ongoing data collection within the university in order to identify overlapping information that can better serve Black Concordians.	DPVPFDI/AVPHR/AVPIP	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT
Work with university partners to find collaborative opportunities for disaggregated race-based data collection, information sharing and analysis to better understand Black faculty, staff, students, alumni and community demographics.	DPVPFDI/AVPHR/AVPIP	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Provide training and support resources to university units on best practices for data collection and analysis.	DPVPFDI/AVPHR/AVPIP	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED
Create and implement mechanisms to facilitate the self-identification of all incoming students.	AVPESE/AVPIP	FURTHER DEVELOPMENT

TRAINING AND EDUCATIONAL RESOURCES

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and implement, in partnership with implicated units, university-wide training on systemic discrimination and racism which includes a specific chapter on anti-Black racism, with a view to making this training mandatory.	DPVPFDI	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED**
Develop and implement a context-specific training module for HR and hiring managers focused on implicit biases in hiring and cultivating inclusive work environments, with a view to making this training mandatory.	DPVPFDI/AVPHR	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Develop and implement a context-specific training module for faculty focused on the systemic biases inherent in university curricular and pedagogical structures and mechanisms, with a view to making this training mandatory.	DPVPFDI/VPITL	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Develop and implement a context-specific training module for Campus Security focused on de-escalation, anti-racism and equity, with a view to making this training mandatory.	DPVPFDI/VPSS	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop the capacity of faculty to address racial incidents as they arise in the classroom.	DPVPFDI/VPITL	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Develop and implement a context-specific training module for University Advancement focused on increasing capacity for multicultural fundraising and prioritizing diversity and inclusion among major gift donors, with a view to making this training mandatory.	DPVPFDI/VPSS	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Ensure ongoing updates of accessible resources for faculty, staff and students on the progression of decolonial and anti-racist initiatives in the institution.	DPVPFDI/CCO	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Revise course evaluations to include the assessment of how diversity is addressed and incorporated into the curriculum and/or classroom.	DPVPFDI/VPITL	**STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT**

FUNDRAISING AND COMMUNITY ENGAGEMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Articulate clear expectations from university leadership around supporting EDI in fundraising policies and practices.	DPVPFDI/VP Advancement	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT
Foster a culture change for fundraising that prioritizes diversity and inclusion for major gift and community campaigns.	President/VP Advancement	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT
Develop and implement a 5-year fundraising strategy with annual progress reports prioritizing the following: a financial support strategy for local and international Black students; a Black student resource and success centre; Black-centred research; the development of Black Canadian Studies programs; and a public art project commemorating Black presence at Concordia, among others.	VP Advancement	FURTHER DEVELOPMENT
Conduct periodic reviews of gift and award policies to uncover opportunities for greater inclusivity, particularly those destined towards international and part-time Black students.	VP Advancement/AVPESE/ Dean SGS	STAKEHOLDER MOBILIZATION
Build, expand and maintain relationships with Black alumni, locally, nationally and internationally, with particular attention to the Black Alumni Council and Network.	VP Advancement/ Academic Deans	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED

FOSTERING BLACK FLOURISHING

STAFF: PROFESSIONAL THRIVING

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and implement a 5-year plan on hiring, retention and advancement for Black staff, including addressing issues of underemployment.	AVPHR	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Identify and address systemic barriers to career advancement for Black staff.	AVPHR	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Provide support to new and current Black staff through onboarding and mentorship supports, professional development training, recognition and validation of transferable skills.	AVPHR	RESOURCES TO BE ASSESSED
Develop mechanisms to acknowledge service contributions by staff, i.e., mentorship of other Black colleagues, and development of specialized experience regarding issues that concern Black Concordians.	AVPHR	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED





FACULTY AND LIBRARIANS: PROFESSIONAL THRIVING

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and implement a 5-year plan to increase the recruitment of self-identified Black faculty and librarians at Concordia in proportion to Montreal's Black population.	Provost/Academic Deans/ University Librarian	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED**
Identify units that will propose curriculum focused on Black scholarship and/or communities in their next requests for tenure-track and part-time positions.	Provost/Academic Deans/ Dean SGS	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
In concert with the BPO and the Equity Office, develop clear onboarding and mentorship support services for Black faculty and librarians.	DPVPFDI	**RESOURCES TO BE ASSESSED**
Recognize and acknowledge the added labour (emotional and informal) of Black faculty and librarians through the development of performance review processes that document, evaluate and consider uncompensated work taken on in response to different manifestations of institutional racism.	DPVPFDI	**STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT**

STUDENTS: COMMUNITY THRIVING

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Create a Black-specific student resource and success centre as a high priority. The provision of services in the interim (mentorship, advocacy, bridge programs, etc.) will be developed and implemented by implicated departments in close collaboration with the BPO.	DPVPFDI/AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop sustainable mentorship programs between Black students and peers, Black faculty, alumni and wider community members.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Hire a career counsellor anchored in the Student Success Centre with access to both university- and community-based networks and with expertise in cultural competency to work with the Black student centre.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Expand faculty or program-specific career development initiatives for Black students and communities.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Increase funding and expand funding mechanisms for local and international Black students with respect to non-academic needs, i.e., needs-based bursaries, student initiatives/projects, etc.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop and implement a support program for international students based in the broader Montreal community.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Recognize that cultural clubs and associations have borne much of the responsibility for the support of Black students by providing financial and infrastructural support for Black-initiated and/or Black-centred cultural clubs and activities.	Concordia Student Union/ Graduate Students Association	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

STUDENTS: ACADEMIC THRIVING

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop a comprehensive strategy for academic awards and scholarships that supports national and international Black undergraduate and graduate students throughout their academic journey, from recruitment to graduation.	VP Advancement / AVPESE/ Academic Deans/Dean SGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Increase recruitment, enrolment and graduation rates of undergraduate and graduate students, both local and international, who self-identify as Black.	AVPESE/Academic Deans/ Dean SGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Assess recruitment, enrolment and graduation barriers, with special attention to disciplines where Black student numbers are low (STEM, health, business and certain disciplines in the humanities, as evidenced through Task Force consultations).	AVPESE/Academic Deans/ Dean SGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Expand the BPO pilot bridge program for first-generation university students. Develop and implement further bridge programs to support Black student enrolment via non-traditional pathways and/or in specific disciplines.	DPVPFDI/AVPESE/ Academic Deans	RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Solicit current Black students from specific disciplines to participate in recruitment drives for student admissions in areas with larger Black communities; compensate the students for their participation.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Facilitate support networks and research synergies through ongoing peer and faculty mentorships, and opportunities and activities that nurture a Black graduate research culture.	Vice-President, Research and Graduate Studies (VPRGS)	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT
Hire at least one dedicated Black student advisor to work through the Black student centre in tandem with student support services across the university.	AVPESE	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT

SAFETY ON CAMPUS

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Scenario-based training for campus security personnel using techniques that favour de-escalation, anti-racism and equity, and that consider issues of mental health.	DPVPFDI/VPSS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Rename “Campus Security” to a title that fosters a sense of community rather than policing.	VPSS	STAKEHOLDER MOBILIZATION
Collaborate with different stakeholders (e.g., student leaders, Dean of Students, SPVM, Mental Health, Student Housing, etc.) to develop and implement an effective crisis response model for Concordia’s campus security services.	VPSS/DPVPFDI/AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop capacity for and implement mobile mental health interventions through direct collaboration between mental health professionals and the Campus Security department.	VPSS/AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

MENTAL HEALTH AND WELL-BEING

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and offer culturally relevant mental health services and resources, both university- and community-based, for Black faculty, staff and students. As necessary, create and develop partnerships with external Black mental wellness providers.	AVPESE/AVPHR	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Increase hiring of Black counsellors and hire therapists who have been trained to provide culturally relevant services to students and are qualified to address issues pertinent to Black people.	AVPESE	RESOURCES TO BE ASSESSED
Ensure that external health service providers destined to faculty and staff can provide culturally relevant mental health supports to Black employees of the university and can address issues pertinent to Black people.	AVPESE/AVPHR	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop policies and guidelines regarding mental health crisis management and academic accommodations supportive of Black students.	AVPESE	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUPPORTING BLACK KNOWLEDGES

PROGRAMS IN BLACK AND AFRICAN DIASPORA STUDIES IN THE CANADIAN CONTEXT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Create a full range of Black Canadian Studies programs, starting with certificate, micro- and diploma programs and graduate courses, ultimately leading to the creation of an undergraduate minor and major and graduate programs.	VPITL/Academic Deans/Dean SGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Provide financial, administrative and physical resources to create a centralized space for Black Canadian Studies programs that guarantees a degree of autonomy in their management and evolution.	Provost/Academic Deans	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Hire a curriculum advisor/coordinator for the development of the Black Canadian Studies programs.	VPITL	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

RESEARCH AND SCHOLARSHIP

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Promote Black perspectives and Black-focused research through the creation of CRCs, CURCs, endowed chairs, visiting scholar programs and post-doctoral fellowships.	VPRGS/Academic Deans/Dean SGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop and implement mechanisms to improve access to and visibility of Black-led and Black-centred research.	VPRGS/Academic Deans	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Promote Black-led and Black centred research from Concordians, national and international Black scholars, visiting speakers and artists in collaboration with one or more academic units.	VPRGS/Academic Deans	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Foster Black community-centred research by developing an ethical framework and guidelines for engaging and doing research with Black communities.	VPRGS	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop and implement a framework to establish inter-university partnerships around Black-centred research between Concordia and universities outside of Canada.	Associate Vice-President, International	STAKEHOLDER MOBILIZATION, FURTHER DEVELOPMENT

BLACK KNOWLEDGE RESOURCES AND SOURCES

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Hire an instructional designer specialized in Black scholarship to develop best practices for the integration/inclusion of Black perspectives in teaching and learning.	VPITL	FURTHER DEVELOPMENT
Develop pilot projects to explore best practices for the integration/inclusion of Black perspectives into curriculum.	VPITL	RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Hire a tenure-track librarian specialized in Black scholarship and knowledges.	Provost/University Librarian	RESOURCES TO BE ASSESSED

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Provide support to professors for the integration of Black perspectives in the form of teaching grants and research assistant funding; recognize this work as part of their research or service obligations.	Provost/DPVPFDI/VPITL	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Establish and resource a Black Knowledges Hub in the Concordia Library to ensure the advancement of Black scholarly and community-based knowledge production, preservation and dissemination.	University Librarian	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Maintain curated and publicly accessible collections of library resources for faculty, staff and students on Black epistemologies and knowledges across disciplines.	University Librarian	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

ENCOURAGING MUTUALITY

INTER-UNIT COLLABORATION

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Encourage cooperation among academic and administrative units to build upon and share experiences regarding EDI reporting, accountability mechanisms and lessons learned.	DPVPFDI	FURTHER DEVELOPMENT
Facilitate access to and use of the records, data and material produced during the two years of the Task Force to continue the collaborative efforts it triggered. The information is to serve as baseline qualitative data regarding the current state of anti-Black racism in the institution.	AVPIP/Secretary General	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Ensure that the leadership of the recommendation implementation process is adequately resourced and remains anchored in Concordia's Black community, with the Special Advisor to the Provost on Black Integration and Knowledges, the BPO and the Caucus of Black Concordians acting together as a consulting body.	Provost	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

COMMUNITY ENGAGEMENT AND OUTREACH

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Invest in resources to support collaboration, outreach and relationship-building with Montreal's Black communities.	Provost/DPVPFDI/ Vice-Provost, Partnerships and Experiential Learning (VPPEL)	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Develop and implement opportunities to promote Concordia resources such as funding, space, services, experiential learning opportunities, etc., to Black community members and organizations for networking and events.	Provost	STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT
Build a community of collaboration and consultation with other universities in Montreal and Quebec (particularly the four Montreal institutions) on initiatives against anti-Black racism.	DPVPFDI	RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT

SUGGESTED ACTIONS	PROPOSED RESPONSIBLE(S) (University stakeholders accountable for successful implementation)	STATUS/PRIORITY — REQUIREMENTS
Develop and implement concrete guidelines for ethical and accountable community engagement with Montreal's Black communities and Black community institutions.	Provost/VPPEL	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**
Identify the Black organizations Concordians are already involved with, the nature of those collaborations and, in dialogue with those organizations, assess their successes and failures. Renew and/or develop further partnerships informed by these assessments.	Provost/VPPEL	**STAKEHOLDER MOBILIZATION, RESOURCES TO BE ASSESSED, FURTHER DEVELOPMENT**



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